



CONTINUOUS IMPROVEMENT REPORT *2023*

SKIN DEEP LEARNING

This Report may be used in conjunction with the Customer's overall validation plans and overall compliance requirements outlined in the Standards for Registered Training Organisations (RTO's) 2015 and other related Acts.

Skin Deep Learning (SDL) does not represent that this document completes the Customer's compliance obligations.

Warm regards,

A handwritten signature in black ink that reads 'Hayley Griffiths'.

Hayley Griffiths **Chief Executive Officer**

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Notes to Customer

This Continuous Improvement Report is the property of Skin Deep Learning Pty Ltd (SDL). The Report has been prepared as part of the SDL services to the Customer and reflects proper purchases of the SDL Resources by the Customer in 2023. As such it is for the sole use of the Customer and SDL to assist with audit and Continuous Improvement purposes. Any breach of copyright, misuse or misrepresentation of the SDL materials, SDL system, or the contents of this report, by a Registered Training Organisation (RTO) or their representatives, invalidates the support provided by SDL and the authorised use of this report in all compliance and audit activities. SDL will not be responsible for any damages or consequences for tampering with or misuse of the SDL resources, or this document, and reserves all rights in this regard. SDL may request the return or destruction of this report if in its reasonable view the Customer has not complied with these and SDL's other Terms of Use.

Notes to Auditor

Properly purchased Skin Deep Assessment resources in 2023 are colour hardcopies, or the RTO will have a current User License for electronic use.

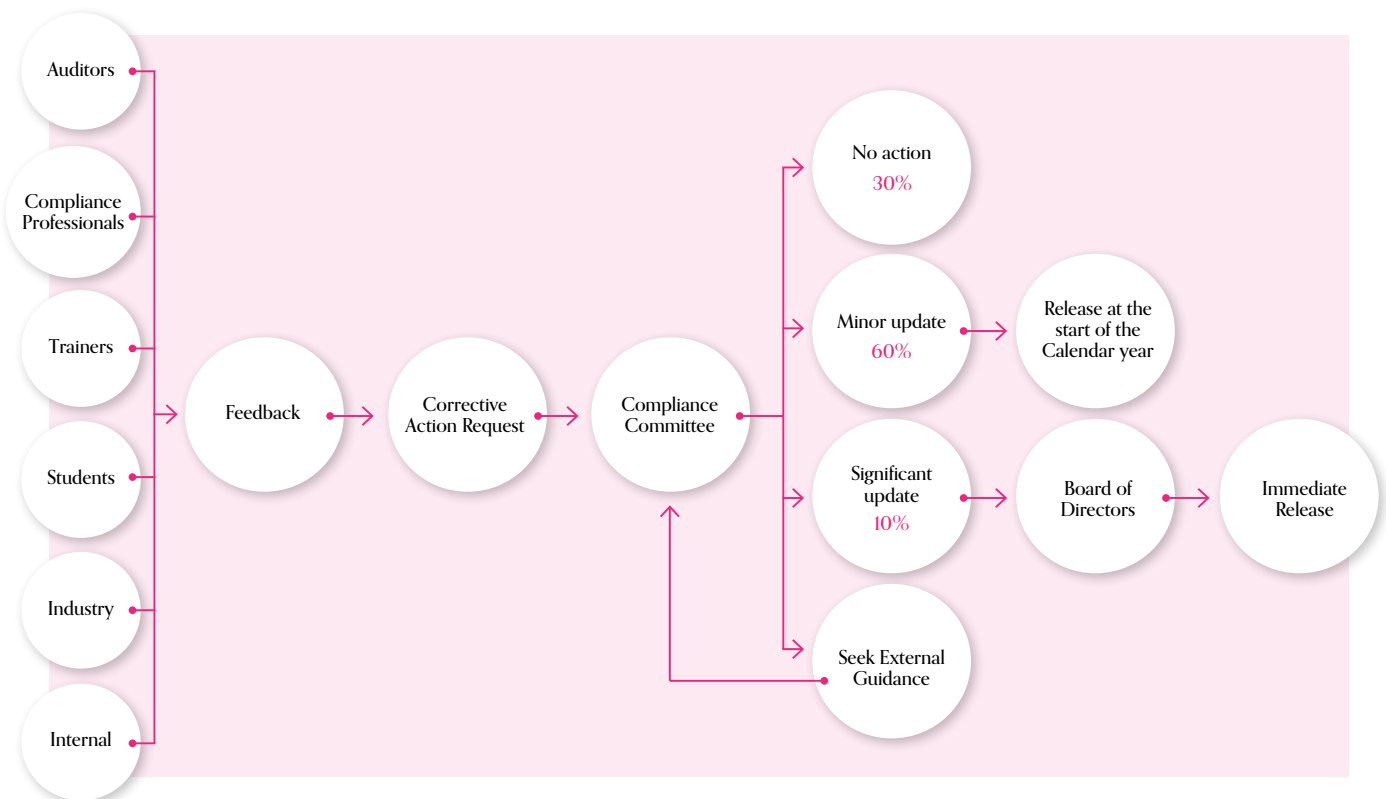
Properly purchased Learning Materials in 2023 are colour, bound, magazine-style resources. Each student should have their own copy to use and retain. Or SDL's Learning Management System (LMS) can be accessed through a User License for electronic use.

1.0 CONTINUOUS IMPROVEMENT PHILOSOPHY AND PURPOSE

Skin Deep Learning (SDL) provides its Customers with a Continuous Improvement Report on an annual basis. This Report details the changes and improvements within the SDL Learning and Assessment system based on feedback from industry, students, teachers, auditors, and compliance professionals in that calendar year.

SDL receives feedback ad-hoc throughout the calendar year. The feedback is documented and managed by a Continuous Improvement process. SDL convenes a Compliance Committee Meeting in which all Continuous Improvement Reports are reviewed and considered. If any matters are considered significant, the Compliance Committee makes an immediate recommendation for correction to the Board of SDL. If the feedback results in a minor change, that change is made as part of SDL Continuous Improvement but is released as part of the updated version of that document at the beginning of each calendar year. If there is disagreement on a matter, the Compliance Committee shall seek third party review, often from SkillsEQuipped (SkillsIQ in the past) or Australian Skills Quality Authority (ASQA).

Diagram 1 A simplified diagram of SDL Continuous Improvement and Quality Assurance process for 2023. Approximate percentages are shown for the actions arising from the Continuous Improvement process.



SDL Continuous Improvement encompasses the subsections 185(1) and subsection 186(1) of the National Vocational Education and Training Regulator Act 2011. Most especially, the Standards for Registered Training Organisations (RTO's) 2015;

- Sections 1.8 (b) Table of the Principles of Assessment and Rules of Evidence;
- Sections 1.9, 1.10 and 1.11 Systemic Validations clauses;
- Section 1.25 Independent validation;
- Standard 2 'Evaluating information about performance and using such information to inform quality assurance of services and improve training and assessment is a sound business and educational practice;'
- Section 2.2 Systemic evaluation.

2.0 THE STUDENT JOURNEY FEEDBACK

This section details student feedback from questionnaires and builds on the data obtained from previous years. Results are averages and typical quotes are anonymous for privacy reasons.

Overall Student Satisfaction

9.6
10

SDL's current student satisfaction score

Students Wanting Hardcopy Magazines to Keep

100%

Percentage of students who wanted to keep their hard copy learning materials to reference when in industry rather than online only materials

Students Who Prefer SDL to Other Resources

9.9
10

Satisfaction with SDL compared to other resources

Sample of student feedback received



"I have had your amazing magazines and used them in my Certificate III of Beauty at [RTO]. I believe that I passed and understood my work more so from the way these magazines were made. To say the least, I am a huge fan. Although recently, I have been struggling with my Diploma with [RTO] and I believe it is because I do not have such useful magazines."



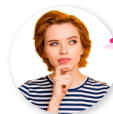
"I like the online as it was like learning from a cool website for beauty products, but I like the magazines as well as I keep them and put them on my coffee table"



"We used Skin Deep when we did Cert III, I am now in Diploma and we are NOT using Skin Deep. I can't understand the books and don't know how to answer, can I buy the books?"



"I am not confused between the things I need to know to pass my course and all of the other things that are in the textbook or on the internet"



"Love the magazine aesthetic. It really has helped to capture my attention & help with my studies."



"We did it online as well as with the magazines and I liked the online just as much"

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

This section lists SHB Units of Competency (UoC) that have undergone Continuous Improvement in 2023.

Skin Deep Learning receives feedback from multiple sources including:

- Students
- Trainers
- Auditors
- Industry Consultants
- Industry Collaborators
- Internal Research

The source of feedback is listed in the “Reason for change” columns in the tables on this section.

ASSESSMENTS AND LEARNING MATERIALS

Table 1 The feedback for the Beauty Therapy resources that has resulted in updates and changes has been listed in the following table with the source of the feedback.

| BEAUTY THERAPY ASSESSMENTS AND LEARNING MATERIALS | | | |
|---|----------------------------------|--|-----------------|
| HLTINF005 - Maintain infection prevention for skin penetration treatments | | | |
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | New unit/Training Package update | <ul style="list-style-type: none"> • New unit created for Training Package update. | V1 |
| Online Learning Materials | New unit/Training Package update | <ul style="list-style-type: none"> • New unit created for Training Package update. | V1 |
| SHBBBOS007 - Apply cosmetic tanning products | | | |
| Resource | Reason for change | Changes made | Current Version |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> • Quiz removed from Lesson 3. | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> • Question 9 c: Changed typo “1 b” to “9 b.” • Added Question 16 b: “Explain when you would refer a client to a complementary therapist or medical practitioner.” | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> • Updated Evidence Map for Assessment Conditions 15, 16 and 17: Performance Assessment 1 added to Performance Assessment 1 column, and Tanning Treatment Plan added to the Performance Benchmark Guideline column. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBBBOS008 - Provide body massages | | | |
|------------------------------------|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Changed Question 4 b to: "If Sarah went ahead and used the faulty bed and a client was injured, how may this affect the workplace insurances?" Changed the benchmark answer to: "Sarah's workplace insurances may become invalidated due to Sarah's failure to follow WHS legislation." Reworded Question 5 a to: "What is the name of the Federal Act that covers anti-discrimination in Australia?" Reworded Question 5 b to: "What are four (4) attributes protected under anti-discrimination legislation?" Replaced Question 5 c with: "If a client indicated to you that they had special modesty requirements for the massage because of gender or cultural issues, write down two (2) questions you could ask them to determine their special requirements." Replaced Question 5 d with: "What are two (2) things you could do to respect the client's differences and ensure they are comfortable throughout the massage?" Added Question 7 c: "Write down two (2) ways you are required to present yourself when performing massage services according to your workplace policy." | V2 |
| Performance Assessment 1 | RTO feedback | <ul style="list-style-type: none"> Updated instructions for Question 18 to include information on how to maintain cultural sensitivity and maturity. Updated Question 3 to include: "Ask the client if they have any modesty requirements or any special requirements to ensure they are comfortable during the service." Added Question 3 b: "If the client has special requirements for the service, such as modesty, cultural or spiritual requirements, write down what you will do to ensure you respect these requirements during the service." Updated Question 6 to include: "Explain to client the clothing that will have to be removed to perform the service and how their modesty will be protected." | V2 |
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> Updated Observation Checklist 1 Number 3 to include: "maintaining cultural sensitivity maturity and confidentiality and upholding client's rights." Updated Observation Checklist 1 Number 8 to include: "Modify treatment plan record updates and obtain client consent." Updated Observation Checklist 1 Number 11 to include: "maintaining cultural sensitivity, maturity and uphold client's rights." Updated Observation Checklist 1 Number 17 to include: "maintaining cultural sensitivity and maturity and upholding client's rights." | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Updated to include more evidence for Performance Criteria 4.6 and 4.7. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------------|--------------|--|----|
| Performance Benchmark Guideline | RTO feedback | <ul style="list-style-type: none"> • Updated Number 2 to include: “Identify any special requirements the client has listed on Consultation Form and discuss the requirements with client.” • Updated Number 3 to include: <ul style="list-style-type: none"> o “Use correct terminology when conversing with clients o Behave in a non-discriminatory manner o Maintain sensitivity and respect to cultural and spiritual differences” • Updated Number 3, 11 and 17 to include: “maintaining cultural sensitivity maturity and confidentiality and upholding client’s rights.” • Updated Number 8 to include: “Modify treatment plan record updates and obtain client consent.” • Updated Performance Benchmark Guideline Number 11 to include: <ul style="list-style-type: none"> o “Ensure to respect social, cultural or spiritual requirements listed on consultation form when preparing client o Treat client with respect o Behave in a non-discriminatory manner when preparing client” • Updated Number 17 to include: <ul style="list-style-type: none"> o “When performing massage ensure to adhere to any special requirements listed on consultation form o Do not massage any body areas client wants to avoid” • Updated Number 18 to include: <ul style="list-style-type: none"> o “Avoid any body areas client does not want massaged due to social, cultural or spiritual differences o Behave in a non-discriminatory manner” | V2 |
|---------------------------------|--------------|--|----|

SHBBBOS009 - Provide aromatherapy massages

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------------|---|-----------------|
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> • New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> • New unit created for Training Package update. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

SHBBCCS005 - Advise on beauty products and services

| Resource | Reason for change | Changes made | Current Version |
|---------------------------------|-------------------|--|-----------------|
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> In Developing product knowledge section, under Where to source information, under Industry associations, updated the ARA website to: https://www.retail.org.au/ara-hair-beauty | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Mapped Assessment Conditions 3 - 4d, 12, 13, & 14. Added Assessment Conditions 1 and 2. | V2 |
| Performance Benchmark Guideline | RTO feedback | <ul style="list-style-type: none"> Added assessment conditions to observation Number 8: basin with hot and cold running water, liquid soap and dryer or disposable hand towels. | V2 |

SHBBCCS006 - Prepare personalised aromatic plant oil blends for beauty treatments

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------------|---|-----------------|
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> Added the following oils: <ul style="list-style-type: none"> Cedarwood Tangerine Clary Sage Frankincense Ginger Lemongrass Rose Rosewood Patchouli Peppermint Ylang Ylang | V1 |

SHBBFAS004 - Provide lash and brow services

| Resource | Reason for change | Changes made | Current Version |
|----------------------|-------------------|---|-----------------|
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Changed Question 14 a and f from multiple choice to short answer. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|--------------------------|--------------|--|----|
| Performance Assessment 1 | RTO feedback | <ul style="list-style-type: none"> • Changed instructions from “requires the student to consult with eight (8) paying clients” to “requires the student to perform eight (8) treatments that together include three (3) or more of the following services.” • Changed Question 2 table headings from “Client #” to “Treatment #” • Changed Questions 3, 5, 6, 9 and 10 table heading to “Treatment” and column to say “Treatment #”. • Changed Questions 3, 4, 5, 6, 12 and 13 to say “For every treatment...” at the start of instructions. • Changed Questions 4, 7, 8 and 9 table headings to “Treatment #” • Changed Questions 5 and 6 instructions to say “For each treatment, tick if there is a client contraindication present...” • Changed Question 9 to: “Write down any Personal Protective Equipment (PPE) you will wear to perform each treatment.” • Changed Question 10 to say “applicable treatments” instead of “clients”. | V2 |
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> • Changed instructions as per Performance Assessment 1. • Changed wording of headings for the 8 observations from “Client #” to “Treatment #” | V2 |

SHBBFAS005 - Provide facial treatments and skin care recommendations

| Resource | Reason for change | Changes made | Current Version |
|--------------------------|-------------------|---|-----------------|
| PowerPoint | Internal feedback | <ul style="list-style-type: none"> • Changed “Hygiene and Hygiene” heading to “Health and Hygiene.” • In ‘preparing for the facial treatment’ section, changed “mindful of environmental” to “mindful of environment.” | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> • Added benchmark answers for Question 2. “Exfoliation, mask and peel.” • Added Question 7 c: “Write down two (2) ways you are required to present yourself when performing a facial service according to your workplace policy.” • In Case Study 1 Question 2, changed the third column heading to “Effect and benefit of ingredient”. | V2 |
| Performance Assessment 1 | RTO feedback | <ul style="list-style-type: none"> • Updated the instructions for Question 3 to include: “Ensure to perform the consultation so that other clients or colleagues cannot overhear the discussion to protect the confidentiality of the client.” | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> • Mapped Assessment Condition 16 to Observation Checklist 1 Number 32, Performance Benchmark Guideline Number 32 and the Facial Treatment Plan. • Mapped Assessment Condition 17 and 18 to Performance Assessment 1. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBBHRS010 - Provide waxing services | | | |
|--------------------------------------|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> • In the holistic assessment box on the cover page, the following was removed: <ul style="list-style-type: none"> o Any reference to SHBXWHS003 - Apply safe hygiene, health and work practices. o Case study 2 of SHBXCCS008 - Provide salon services to clients. • Added Question 15 b: "Explain how using the above infection control procedure will help to minimise the chance of cross infection." • Changed Question 16 benchmark answers to be state and territory specific. • Changed Question 17 to require six (6) protected attributes rather than two (2). • Changed Question 18b to: "If a client has special needs in regard to gender or cultural differences, what are three things you can do? Hint - think of things like maintaining modesty during a waxing service." • Added Question 19 b: "Explain how the use of disposable gloves during a waxing procedure will help to minimise the chance of cross infection." • Changed Question 25 to require the student to research two (2) drugs or chemicals, and added an extra row to the table for the answer. • Changed Question 28 to: "Do some research and provide a description of the following permanent hair reduction methods and describe when you may recommend them to a client." • Added Candidiasis to Question 30. • Changed Question 35 b from one (1) home care product to two (2), and amended the benchmark answer accordingly. • Changed Question 36 to include products. | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> • Knowledge Evidence 1b: Added Question 18 b into Knowledge Assessment 1 column. • Knowledge Evidence 1c: Added SHBXWHS003 Apply safe hygiene, health and work practices - Knowledge Assessment Number 1, 2, 7, Case study 1, 2 & 3 to Additional Evidence column. • Knowledge Evidence 4a: Added SHBXWHS003 Apply safe hygiene, health and work practices - Knowledge Assessment Case Study 1 & 2 to Additional Evidence column. • Knowledge Evidence 4b: Added Question 16 into Knowledge Assessment 1 column. • Knowledge Evidence 4f: Added SHBXWHS003 Apply safe hygiene, health and work practices - Knowledge Assessment Number 15 to Additional Evidence column. • Knowledge Evidence 4g: Added SHBXWHS003 Apply safe hygiene, health and work practices - Knowledge Assessment - Case Study 1 & 2 to Additional Evidence column. • Knowledge Evidence 6: Removed SHBXCCS008 Provide salon services to clients - Case Study 2 in Holistic Assessment column. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

SHBBINF002 - Maintain infection control standards

| Resource | Reason for change | Changes made | Current Version |
|---------------------------------|-------------------|---|-----------------|
| Observation Checklist 3 | Audit feedback | <ul style="list-style-type: none"> Observation 15 added to include working collaboratively with colleagues. | V2 |
| Evidence Map | Audit feedback | <ul style="list-style-type: none"> Foundation Skill 'work collaboratively with colleagues to control infection risk': Added Observation Checklist 3 Number 15. | V2 |
| Performance Benchmark Guideline | Audit feedback | <ul style="list-style-type: none"> Added Observation Checklist 3 Number 15. | V2 |

Please note: After rectification, assessment passed the audit.

SHBBMUPO08 - Apply eyelash extensions

| Resource | Reason for change | Changes made | Current Version |
|----------------------|-------------------|--|-----------------|
| Knowledge Assessment | Audit feedback | <ul style="list-style-type: none"> Added Question 1 a: "What Guidelines in your state or territory must you follow to ensure all equipment and work surfaces are sanitised in a way to minimise the chance of the spread of infection?" Question 1 b: Amended benchmark answers to include each state or territory requirements. Added Question 1 c: "Who from your local area will come and inspect premises conducting beauty therapy treatments to ensure they are abiding by state or territory hygiene requirements?" Added Question 1 e: "How may not following the state or territory Guidelines and using unhygienic work practices affect a salon's insurances?" Added Question 2 c: "What legislation do you need to follow when creating and storing client records?" Added Question 2 d: "Under this legislation, what is one (1) requirement for storing client records?" Added Question 2 e: "Why is it important to keep client records for insurance purposes?" Added Question 15 c: "What are the benefits of using a normal/ clear adhesive?" Question 20 a: Added allergy to latex as a contraindication. Benchmark answers amended to include "Answer MUST include" for contraindications that require referral to medical practitioner. Added Question 20 b: "A client has come in for an eyelash extension service and one of their eyes has an inflamed area and looks swollen, red and sore. You think it may be a stye, but you are not sure. Explain whether it is safe to perform an eyelash extension service on the client, and the action you should take." Added Question 20 c: "Should you tell the above client that you think they have a stye, and it may be contagious? Explain your answer." | V2 |
| Evidence Map | Audit feedback | <ul style="list-style-type: none"> Mapped changes to Knowledge Assessment. | V2 |

Please note: After rectification, assessment passed the audit.

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

SHBBMUP009 - Design and apply make up

| Resource | Reason for change | Changes made | Current Version |
|----------------------|-------------------|--|-----------------|
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Added column to Question 1 to cover equipment selection. Added Question 3 b about personal hygiene. Added Question 4 d about Incident Report Form. Removed 'Complementary Therapist' from Question 6 b answer. Added 'Answer MUST include:' to Question 8 a and b. Added Question 10 d and e about effect created by highlighting and contouring. Moved colour wheel to be under Question 14. Added Question 15 d to cover tonal value. | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Added Knowledge Assessment Question 25 to Knowledge Evidence 2b. | V2 |

SHBBMUP011 - Design and apply camouflage make-up

| Resource | Reason for change | Changes made | Current Version |
|---------------------------|-------------------------|---|-----------------|
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> Changed code to SHBBMUP011. Changed version to V1. | V1 |

SHBBNLS003 - Apply acrylic nail enhancements

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|--|-----------------|
| Hard copy Learning Materials | RTO feedback | <ul style="list-style-type: none"> Changed every nail shape and finish, except for Polish finish. | V2 |
| Online Learning Materials | RTO feedback | <ul style="list-style-type: none"> Changed every nail shape and finish, except for Polish finish. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBBNLS007 - Provide manicure and pedicure services | | | |
|---|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Knowledge Assessment | Audit feedback | <ul style="list-style-type: none"> Question 4 a and b: Changed from multiple choice to short answer. Added Question 4 c: "Name one (1) vein in the hand or arm." Added Question 4 d: "Name one (1) artery in the foot or leg." Question 10: Changed from multiple choice to short answer. Added Question 12 b: "Where do nails grow from?" Changed Question 15 c to: "Explain when you may refer a client to a medical practitioner." Added Question 15 d: "Explain when you may refer a client to a podiatrist." Added Question 15 e: "Explain how a complementary therapist, such as a naturopath, may be able to assist a client with weak nails." Question 23: Changed "soaking products" to "hands and feet soaking products." | V2 |
| Observation Checklist 1 | Audit feedback | <ul style="list-style-type: none"> Included finishing products to the nail polish observation. | V2 |
| Observation Checklist 2 | Audit feedback | <ul style="list-style-type: none"> Included finishing products to the nail polish observation. | V2 |
| Evidence Map | Audit feedback | <ul style="list-style-type: none"> Knowledge Evidence 2 b: Added Knowledge Assessment Question 16. Knowledge Evidence 2 c: Changed to Knowledge Assessment Question 18 b and added SHBXWHS003 as Additional Evidence. Knowledge Evidence 2 f: Changed to Knowledge Assessment Question 29 a c. Knowledge Evidence 5 a: Added Knowledge Assessment Question 12. Knowledge Evidence 5 c: Removed Knowledge Assessment Questions 14 and 15. | V2 |
| Performance Benchmark Guideline | Audit feedback | <ul style="list-style-type: none"> Made changes to reflect the changes to Observation Checklists. | V2 |

Please note: After rectification, assessment passed the audit.

| SHBBNLS008 - Apply gel and dip powder nail enhancements | | | |
|---|-------------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| PowerPoint | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------------|-------------------------|---|----|
| Knowledge Assessment | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Assessment 1 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Assessment 2 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Observation Checklist 1 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Observation Checklist 2 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Evidence Map | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Benchmark Guideline | Training Package update | <ul style="list-style-type: none"> New document created for Training Package update. | V1 |

SHBBNLS009 - Apply acrylic nail enhancements

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------------|---|-----------------|
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V2 |

SHBBNLS010 - Apply nail art

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------------|---|-----------------|
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |

SHBBNLS011 - Use electric file equipment for nail services

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | RTO feedback | <ul style="list-style-type: none"> Page 26 - Safety bit image was changed. Page 41 step 3 - Text was changed from "file zone 1 of the nail" to "file zone 3 of the nail." Page 41 step 5 - Text was changed from "file zone 3 of the nail" to "file zone 1 of the nail." | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------------|--------------|--|----|
| Online Learning Materials | RTO feedback | <ul style="list-style-type: none"> Page 26 - Safety bit image was changed. Page 41 step 3 - Text was changed from "file zone 1 of the nail" to "file zone 3 of the nail." Page 41 step 5 - Text was changed from "file zone 3 of the nail" to "file zone 1 of the nail." | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Added Question 4 b: "What part of the nail does growth occur from?" Added Question 6 e: "What should you do if you think the equipment is not safe to use after conducting a pre-start check?" In Question 7 a, changed the requirement to include three (3) things to do when preparing service area. Added Question 7 c: "What are your workplace procedures for linen after it has been used for a treatment?" Answer to include removing it from treatment area and laundering according to workplace procedures. Added Question 8 c: "What are your workplace procedures for your personal presentation when performing beauty treatments?" Changed Questions 11, 12, 13, 15 and 17 b from multiple choice to short answer. Added Question 13 d: "How do sanding bands attach to the e-file?" Benchmark answer is "By slipping over the head of a mandrel." Changed Question 15 c to ask why a lower RPM should be used. Answer is to ensure no damage to natural nails. Restructured Question 18 to include how various pieces of nail equipment should be cleaned. Included onychomycosis as a contraindication to Question 21. In Question 22 a, included backfill carbide or diamond bit in answer. Added Question 22 a and b about how the electric file should be used to remove bulk to rebalance the smile line and apex. Added Question 22 d about the need for new clients to complete a Consultation Form. | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Updated mapping to be more specific. Knowledge Evidence 2 h: Added Knowledge Assessment Question 7 b. Knowledge Evidence 2 i: Mapped Knowledge Assessment Question 20. Knowledge Evidence 13: Removed Knowledge Assessment Question 22. Knowledge Evidence 14: Included Knowledge Assessment Question 13. | V2 |
| Performance Benchmark Guideline | RTO feedback | <ul style="list-style-type: none"> In Number 18, changed second dot point from file zone 1 of the nail to file zone 3 of the nail. In Number 18, changed 4th dot point from file zone 3 of the nail to file zone 1 of the nail. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBBRES003 - Research and apply beauty industry information | | | |
|---|-------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | Internal feedback | <ul style="list-style-type: none"> In 'Types of Research' Section, under Privacy, the website was updated. In the same section, the Hair and Beauty Industry Association website was changed to ARA Hair and Beauty. The privacy laws website was updated. The HBIA website was removed. | V2 |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> In 'Types of Research' Section, under Privacy, the website was updated. In the same section, the Hair and Beauty Industry Association website was changed to ARA Hair and Beauty. The privacy laws website was updated. The HBIA website was removed. | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Changed Question 3 to: "Go to the Workplace Discrimination and Harassment Policy in the Policies and Procedures Manual and explain why this behaviour is considered bullying and harassment." Added Question 7 e: "What are the requirements for advertising?" Changed Question 8 b: "What is one duty of care you have to other employees in the workplace in relation to anti-discrimination?" Reworded Knowledge Assessment Question 9 c: "If the business did not comply with the Housekeeping Policy, and did not pass a health inspection by the local council, how may the businesses License to operate be affected?" Removed Question 2 from Case Study 1. | V2 |
| Performance Assessment 1 | RTO feedback | <ul style="list-style-type: none"> Instructions updated to include Topic 6 in Part 2 Question 1 bullet points. | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Removed Case Study 1 from Performance Criteria 2.2. Removed typo from technology Foundation Skill 'use a computer and keyboard.' Included Knowledge Assessment Question 12 for Knowledge Evidence 7b. Included Knowledge Assessment Question 8 for Knowledge Evidence 7f. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBBSKS006 - Pierce ear lobes | | | |
|---------------------------------|-------------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| PowerPoint | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Knowledge Assessment | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Assessment 1 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Observation Checklist 1 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Evidence Map | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Benchmark Guideline | Training Package update | <ul style="list-style-type: none"> New document created for Training Package update. | V1 |

| SHBBSKS009 - Provide micro-dermabrasion treatments | | | |
|--|-------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Online Learning Materials | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| PowerPoint | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Knowledge Assessment | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Performance Assessment 1 | New unit | <ul style="list-style-type: none"> New unit created. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------------|----------|---|----|
| Evidence Map | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Performance Benchmark Guideline | New unit | <ul style="list-style-type: none"> New unit created. | V1 |

SHBBSPA006 - Provide spa therapies

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------------|---|-----------------|
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |

SHBBSPA008 - Provide Indian head massages for relaxation

| Resource | Reason for change | Changes made | Current Version |
|----------------------|-------------------|--|-----------------|
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Changed Question 5 to say ayurvedic bodywork rather than medicine. Question 12: Benchmark answers updated to include "Answer MUST include" in answers that include referring to medical practitioner. Question 12 a: Added scar tissue and low blood pressure to table. Added Question 12 c: "How can referring a client to a naturopath or other complementary therapist help a client with a dry scalp?" Changed Question 17 to short answer. Changed Question 19 to short answer asking, "What do you have to do if a dangerous incident occurred in your workplace?" | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Knowledge Evidence 2 b: Added Knowledge Assessment Questions 11 and 14. Changed Knowledge Evidence 4 d to say 12 a c Knowledge Evidence 5 a: Specified Knowledge Assessment Case Study 5 d. Knowledge Evidence 5 b: Specified Knowledge Assessment Case Study 5 b c. Knowledge Evidence 5c: Specified Knowledge Assessment Question 12 a and Case Study 4. Knowledge Evidence 7: Included Case Study 3. Knowledge Evidence 12: Removed Case Study 5. Knowledge Evidence 13 a: Changed to Case Study 1 a b. Knowledge Evidence 13 c: Changed to Case Study 1 c d. Performance Evidence 3 h: Added Performance Assessment Question 2. Knowledge Evidence 6: Added Questions 3 and 4. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy | | | |
|--|-------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Online Learning Materials | RTO feedback | <ul style="list-style-type: none"> Changed page 16 and 38 so it clearly states that body temperature is 36.5 to 36.8 degrees Celsius. | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Question 5: Changed from multiple choice to short answer response. Added Question 5 b: "Name the layers of skin that exist in the face." Changed all of Question 8 to short answer. Question 8c: Changed benchmark answer from meiosis to mitosis. Questions 11 and 12: Changed to short answer responses. Question 16 a: Changed to "What gland produces sebum?" Question 16 b: Changed to "Where are these glands located in the skin?" Question 18: Changed to "What type of microorganisms make up normal body flora on the skin?" Question 18 b: Deleted and replaced question with "What is the role of body flora on the skin?" Question 22: Re-worded to "What skin type or condition is the below image most likely to be?" | V2 |
| Knowledge Assessment (cont.) | RTO feedback | <ul style="list-style-type: none"> Question 24: Changed to include two short answer responses and two multiple choice responses, asking the following: <ol style="list-style-type: none"> What is the name of the cell that produces the chemical that determines skin colour? What chemical does this cell produce that determines skin colour? What is the difference in the number of melanocyte cells in someone who has very fair skin and someone who has dark brown skin? How do melanocyte cells cause differences in skin colour? Changed Question 28 and 29 a to short answer responses. Changed Question 34 a to short answer. Added Question 51 b: "Perform some research and describe 1 (one) possible factor that may cause the following disorders: Eczema, Ichthyosis and Folliculitis" Case Study 3 d: Added a row for pigmentation. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

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|--------------|--------------|--|----|
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> • Knowledge Evidence 1 b: Removed Knowledge Assessment Question 7. • Knowledge Evidence 2 b: Removed Knowledge Assessment Question 2. • Knowledge Evidence 2 c: Removed Knowledge Assessment Question 1 and replaced with Knowledge Assessment Questions 6 b and c, 10 c and d, 11, 12, 13. • Knowledge Evidence 3 c: Updated mapping to Knowledge Assessment Questions 10, 12 a, Case Study 1 a d and f, and Case Study 3 a b d. • Knowledge Evidence 4 b: Updated to Knowledge Assessment Case Study 1 c and d. • Knowledge Evidence 4 d: Updated to Knowledge Assessment Case Study 1 d. • Knowledge Evidence 4 e: Updated to Knowledge Assessment Case Study 3 d. • Knowledge Evidence 6 a: Updated to Knowledge Assessment Question 25 c and d and Case Study 2 c • Knowledge Evidence 6 b: Added Knowledge Assessment Question 27 e. • Knowledge Evidence 8 c: Updated to Knowledge Assessment Case Study 2 d. • Knowledge Evidence 11 e: Removed Knowledge Assessment Question 34. • Knowledge Evidence 13 c: Updated to Knowledge Assessment Case Study 3 b. • Knowledge Evidence 16: Added Knowledge Assessment Question 51. • Knowledge Evidence 17 c: Removed Knowledge Assessment Case Study 1 b and added Question 51 b. • Knowledge Evidence 17 d and f: Updated to Case Study 1 d and add Case Study 3 d. • Knowledge Evidence 17 e and g: Updated to Case Study 3 d. • Assessment Conditions 1, 2, 3, 4 a and 4 b: Mapped Performance Assessment 1. • Assessment Condition 3: Mapped Knowledge Assessment Questions 1, 2 and 6. | V2 |
|--------------|--------------|--|----|

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBBSSC002 - Incorporate knowledge of body structures and functions into beauty therapy | | | |
|---|-------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> Fixed "organs" typo on page 69, Activity 2.1 Question 11. Fixed "Abduction" and "centre" typos on page 82. Fixed placement of labels on skeleton images on page 87, Activity 3.3 Question 1. Fixed placement of labels on muscle images on page 90, Activity 3.4 Question 8. Fixed "with" typo on page 114, Activity 5.1 Question 2. | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Changed all multiple choice Questions to short answer. In Part 1 Question 1, the ribosome dot point was changed to say lysosome. Re-worded Question 3 for better student comprehension. In Question 9's bones of the face diagram, changed Lacrimal label to point to correct bone. In Question 11's superficial muscles of the face diagram, changed Corrugator label to point to correct muscle. Updated Question 19 b to: "What three (3) muscles are used to flex the arm?" due to moderation feedback. Updated Question 22 to: "What does the cardiovascular system consist of? There should be three (3) answers in total." due to moderation feedback. Updated Question 30 a to "What organs and structures does the integumentary system consist of? There should be four (4) answers in total." due to moderation feedback. Updated Question 31 a to "What organs and tissues filter infection from the body? There should be three (3) answers in total." due to moderation feedback. Updated Question 35 to ask students to describe two (2) disorders of the muscular system. Updated Question 36 to ask students to describe two (2) disorders of the nervous system. Updated Question 37 a to "What three (3) macronutrients are required to maintain a healthy body and skin?" due to moderation feedback. Updated Question 37 b to: "What are two (2) minerals that are required to maintain a healthy body and skin?" due to moderation feedback. Added Question 37 c: "What are two (2) vitamins that are required to maintain a healthy body and skin?" due to moderation feedback. | V2 |
| Performance Assessment 1 | RTO feedback | <ul style="list-style-type: none"> In Question 1, changed arthritis to osteoarthritis. In Question 7, added: "Explain to the client how the treatment will affect any skin or body conditions the client has." | V2 |
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> Added "using correct anatomical and physiological terminology" to Number 10 and 11. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

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|---------------------------------|--------------|--|----|
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Updated to reflect changes to assessment. Included Performance Evidence lead in statement. Included Knowledge Evidence lead in statement. Assessment Conditions: Added Performance Assessment 1 to Performance Assessment 1 column. Added the following lead in statements under Assessment Conditions: <ul style="list-style-type: none"> 1. 'Skills must be demonstrated in a beauty treatments area, that can be:' 2. 'Assessment must ensure use of:' | V2 |
| Performance Benchmark Guideline | RTO feedback | <ul style="list-style-type: none"> Added "using correct anatomical and physiological terminology" to Number 10 and 11. | V2 |

SHBXCCS006 - Promote healthy nutritional options in a beauty therapy context

| Resource | Reason for change | Changes made | Current Version |
|----------------------|-------------------|---|-----------------|
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Updated Question 22 a to require students to provide three functions of protein in their answer. Updated Question 24 to require students to provide three functions of fat in their answer. Updated Question 27 a to require students to provide three functions of water in their answer. Updated Question 32 b to require students to answer three health conditions. In Case Study 1 Question 1 a, added information for boys 14-18 years, girls 14-18 years, and men above 70. In Case Study 1 Question 1 b, added the weblink to the benchmark answer. | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Knowledge Evidence 1: Updated Holistic Assessment to include relevant assessment Questions in SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy and SHBBSSC002 - Incorporate knowledge of body structures and functions into beauty therapy. Knowledge Evidence 1: Added Knowledge Assessment Questions 25 and 26 c. Knowledge Evidence 4: Updated mapping to Knowledge Assessment Questions 22, 23 c and f, 24 a, 25, 26 c, and Case Study 3. Knowledge Evidence 6: Removed Knowledge Assessment Question 8 and added Questions 1 and 2. Knowledge Evidence 7: Added Knowledge Assessment Question 8. Knowledge Evidence 11 e: Updated to Knowledge Assessment Question 26 c. Knowledge Evidence 17 b: Removed Knowledge Assessment Question 9 and added Questions 10, 11 and 12. Knowledge Evidence 17 c: Removed Question 9 and added Question 11. Knowledge Evidence 17 d: Removed Question 9 and added Question 10. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

SHBXCCS007 - Conduct salon financial transactions

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | RTO feedback | <ul style="list-style-type: none"> Activity 4.1 updated to include further instructions in Question 2 - role play. | V2 |
| Online Learning Materials | RTO feedback | <ul style="list-style-type: none"> Activity 4.1 updated to include further instructions in Question 2 - role play. | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Updated Question 8 to be easier to understand by removing Sale 1 from 8 a and changing the values in 8 b. | V2 |

SHBXCCS008 - Provide salon services to clients

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | Internal feedback | <ul style="list-style-type: none"> Changed 'Clients with special requirements - hearing impairment' website. | V2 |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> Changed 'Clients with special requirements - hearing impairment' website. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

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|---------------------------------|---------------------|---|-----------|
| <p>Knowledge Assessment</p> | <p>RTO feedback</p> | <ul style="list-style-type: none"> Quantified amount of answers required and edited benchmark answers to include lead in statements for all applicable Questions. Question 5 a: Changed to 'When should you clean up the spill?' Question 5 b: Changed to 'What legislation are you following when you follow procedures to clean the spill?' Added Question 5 c: 'What is your duty of care under the above legislation?' Question 6 a: Changed to short answer stating 'Write down two reasons why this picture may be considered to be negative body language.' Question 6 b: Changed to short answer stating 'Write down two reasons why this picture may be considered to be positive body language.' Question 7 b: Changed to short answer response. Changed Question 9 a, b, c and d to state 'Choose one (1) mode of communication that is [characteristic].' Question 10: Removed the link that opens Outlook and re-worded it to say 'Write on the template below to compose an email to Samuel Thompson...'. 'You should also include the following in your email: the email address, the subject line, the body text, and a closing phrase and your name.' Question 12: Removed multiple choice and added 'Explain what this complaint resolution procedure involves' to a, b and c. Question 16: Changed to include 'your ethics in regard to your professional behaviour' and 'personal grooming and presentation.' Question 22: Changed word 'contact' to 'communication'. Added Question 23: 'Draw a simple map of your work area that includes the location of the reception area, retail area, and waiting area.' Added Question 24: 'Write down two (2) services your workplace offers, the cost of each service, and the timeframe your workplace allows for the services.' Case Study 1 Question 1: Rewrote Question to say 'Check your workplace treatment time frames and write down how much time you need to allocate when booking a relaxation massage and a brow wax.' Case Study 1 Question 4: Re-worded first sentence to state 'Book this appointment in for Judith on the appointment schedule provided above.' Case Study 1 Question 5: Rewrote Question to say 'Read the Customer Service Policy and Procedures in the Policies and Procedures Manual and write down two (2) communication techniques to use when communicating with clients who are making a complaint.' Case Study 1 Question 6: Changed Question to say 'Read the Returns and Refund Policy in the Policies and Procedures Manual and identify if Judith is entitled to a refund for both items. If Judith is entitled to a refund, list the reason for the refund in the table.' | <p>V2</p> |
| <p>Performance Assessment 1</p> | <p>RTO feedback</p> | <ul style="list-style-type: none"> Added Question 3 d asking students what they should do if a customer complaint cannot be resolved whilst the customer is in the workplace. Added Question 3 e asking students when customer complaint documentation should be given to the supervisor. Edited Task 4 instructions to state that two (2) scenarios will be performed as a role play. Edited every scenario provided to include 'At the end, the customer is not happy with the resolution provided.' Added another complaint form to the end of Performance Assessment 1 for students to fill out. | <p>V2</p> |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------------|--------------|--|----|
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> Number 1: Changed to 'Welcome the client to salon according to organisational procedures over the phone or face-to-face?' Changed Number 1 instructions to state 'Tick the method of customer service that was observed for each observation period. The student must be observed operating a telephone and greeting clients face-to-face individually or in combination throughout the work periods.' Number 18: Changed to 'Take follow-up action to ensure client satisfaction via email, over the phone, or face-to-face?' Updated instructions under Number 18 to state 'N/A cannot be ticked for all observations. The student must perform two (2) role plays provided in Performance Assessment 1.' | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Updated to reflect changes to assessment. Added Performance Evidence lead in statement. Added Knowledge Evidence lead in statement. Added lead in statements under Assessment Conditions. Added Performance Assessment 1 to Assessment Conditions. | V2 |
| Performance Benchmark Guideline | RTO feedback | <ul style="list-style-type: none"> Number 1: Changed to 'Welcome the client to salon according to organisational procedures over the phone or face-to-face?' Number 1: Included details on how students should operate telephone equipment. Number 18: Changed to 'Take follow-up action to ensure client satisfaction via email, over the phone, or face-to-face?' Number 18: Included telephone operation benchmarks. | V2 |

SHBXIND003 - Comply with organisational requirements in a personal services setting

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | Internal feedback | <ul style="list-style-type: none"> Updated 'Fair Work Commission Benchbooks' website. Updated ARA website. | V2 |
| | Audit feedback | <ul style="list-style-type: none"> Added section for general role boundaries and responsibilities for hairdressing as per audit request. Included the information in Activity 3.2. | V3 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------|-------------------|---|----|
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> Updated 'Fair Work Commission Benchbooks' website. Updated ARA website. | V2 |
| | Audit feedback | <ul style="list-style-type: none"> Added section for general role boundaries and responsibilities for hairdressing as per audit request. Included the information in Activity 3.2. | |
| Knowledge Assessment | Audit feedback | <ul style="list-style-type: none"> Added Question in regard to boundaries for hairdressers in Number 13. | V2 |
| Performance Assessment 2 | RTO feedback | <ul style="list-style-type: none"> Changed Question 3 and 4 to include separate tables for each work period, rather than combining the work periods together in one table. | V2 |
| Evidence Map | Audit feedback | <ul style="list-style-type: none"> Updated numbers to include Knowledge Evidence 8d 'Hairdressers'. Mapped to Knowledge Assessment Question 13. | V2 |

Please note: After rectification, assessment passed the audit.

SIRRINV001 - Receive and handle retail stock

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|--|-----------------|
| Hard copy Learning Materials | Internal feedback | <ul style="list-style-type: none"> The following work, health and safety websites were updated: <ul style="list-style-type: none"> SA: https://www.safework.sa.gov.au/workplaces/codes-of-practice ACT: https://www.worksafe.act.gov.au/laws-and-compliance/codes-of-practice NT: https://worksafe.nt.gov.au/forms-and-resources/codes-of-practice VIC: https://www.worksafe.vic.gov.au/laws-and-regulations NSW: https://www.safework.nsw.gov.au/resource-library/list-of-all-codes-of-practice TAS: https://worksafe.tas.gov.au/topics/laws-and-compliance/codes-of-practice | V2 |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> The following work, health and safety websites were updated: <ul style="list-style-type: none"> SA: https://www.safework.sa.gov.au/workplaces/codes-of-practice ACT: https://www.worksafe.act.gov.au/laws-and-compliance/codes-of-practice NT: https://worksafe.nt.gov.au/forms-and-resources/codes-of-practice VIC: https://www.worksafe.vic.gov.au/laws-and-regulations NSW: https://www.safework.nsw.gov.au/resource-library/list-of-all-codes-of-practice TAS: https://worksafe.tas.gov.au/topics/laws-and-compliance/codes-of-practice | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SIRXIND003 - Organise personal work requirements | | | |
|--|-------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Knowledge Assessment | Internal feedback | <ul style="list-style-type: none"> Moved to new templates. | V2 |
| Performance Assessment 1 | Internal feedback | <ul style="list-style-type: none"> Moved to new templates. | V2 |
| Knowledge Assessment Marking Guide | Internal feedback | <ul style="list-style-type: none"> Moved to new templates. | V2 |
| Performance Assessment 1 Marking Guide | Internal feedback | <ul style="list-style-type: none"> Moved to new templates. | V2 |
| Observation Checklist 1 | Internal feedback | <ul style="list-style-type: none"> Moved to new templates. | V2 |
| Evidence Map | Internal feedback | <ul style="list-style-type: none"> Moved to new templates. | V2 |
| Performance Benchmark Guideline | Internal feedback | <ul style="list-style-type: none"> Created document. | V1 |

| SIRXOSM002 - Maintain ethical and professional standards when using social media and online platforms | | | |
|---|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | Internal feedback | <ul style="list-style-type: none"> The following website was updated: https://www.oaic.gov.au/privacy/australian-privacy-principles/read-the-australian-privacy-principles | V2 |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> The following website was updated: https://www.oaic.gov.au/privacy/australian-privacy-principles/read-the-australian-privacy-principles In Impacts of Social Media section, added to each image: “*This is a screenshot taken from [BRAND] Instagram. All personal profiles are fictitious. Skin Deep Learning has no affiliation with [BRAND].” | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|--------------------------|--------------|---|----|
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Quantified Research Topic 2 Question 2 and Research Topic 3 Question 1. | V2 |
| Performance Assessment 1 | RTO feedback | <ul style="list-style-type: none"> Quantified Question 1 b. | V2 |

SIRXOSM003 - Use social media and online tools

| Resource | Reason for change | Changes made | Current Version |
|---------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Online Learning Materials | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| PowerPoint | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Knowledge Assessment | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Performance Assessment 1 | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Observation Checklist 1 | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Evidence Map | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Performance Benchmark Guideline | New unit | <ul style="list-style-type: none"> New unit created. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

Table 2 The feedback for Hairdressing resources that has resulted in updates and changes has been listed in the following table with the source of the feedback.

| HAIRDRESSING ASSESSMENTS AND LEARNING MATERIALS | | | |
|--|-------------------------|--|-----------------|
| BSBWHS211 - Contribute to the health and safety of self and others | | | |
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| PowerPoint | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Knowledge Assessment | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Assessment 1 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. Added requirement to perform systems pre-start check. | V1 |
| Performance Assessment 2 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Assessment 3 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Observation Checklist 1 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. Added Number 1: "Carry out the pre-start systems and equipment check under supervision, and in accordance with workplace procedures." | V1 |
| Observation Checklist 2 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Observation Checklist 3 | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Evidence Map | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Performance Benchmark Guideline | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

SHHBAS001 - Provide shampoo and basin services

| Resource | Reason for change | Changes made | Current Version |
|-------------------------|-------------------|--|-----------------|
| Performance Assessment | RTO feedback | <ul style="list-style-type: none"> Changed instructions from "During each three (3) hour work period, the student must perform the following services..." to "Across the four (4) work periods, cumulatively, the student must perform the following services..." The requirement for observation changed from 4 in each work period to at least one in each work period. Changed portfolio instructions from "You are to answer the following questions for each client you perform each of the basin services on." to "For each of the basin services that you perform, complete the following tables for one of the clients." Re-worded Questions 1, 2, 3 and 4 to remove 'each client'. Changed Questions 1, 2, 3 and 4 tables to remove 'Client' column and removed rows 2-4. | V2 |
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> Changed instructions to reflect the change to Performance Assessment instructions. Changed Observation 1, 2, 3 and 4 headings to 'Work Period'. Changed each observation to include N/A option. | V2 |

SHHBAS002 - Provide head, neck and shoulder massages for relaxation

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | RTO feedback | <ul style="list-style-type: none"> In message routine step by steps, included image in step 4. | V2 |
| Online Learning Materials | RTO feedback | <ul style="list-style-type: none"> In message routine step by steps, included image in step 4. | V2 |
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> Changed wording of observation 4 and 5. Included Performance Benchmarks for each observation | V2 |
| Validation Tool | RTO feedback | <ul style="list-style-type: none"> Foundational Skills - Numeracy: Mapped Teacher Observation Form Number 4 and 5. | V2 |

SHBHCLS001 - Apply hair colour products

| Resource | Reason for change | Changes made | Current Version |
|-------------------------|-------------------|--|-----------------|
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> Added start times and finish times for all 6 hair colour observations. | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBHCLS002 - Colour and lighten hair | | | |
|--------------------------------------|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Videos | Videos created | <ul style="list-style-type: none"> • Created Choosing Colour hairdressing training videos: <ul style="list-style-type: none"> o Colour Chart o Difference Between Developers o Difference Between Colours o Grey Hair Coverage • Created Global Colour hairdressing training videos: <ul style="list-style-type: none"> o Mixing Colour o Applying Colour • Created Hi-Lift hairdressing training videos: <ul style="list-style-type: none"> o Mixing Hi-Lift o Applying Hi-Lift • Created Semi and Permanent Colour hairdressing videos: <ul style="list-style-type: none"> o Mixing Permanent Colour o Applying Permanent Colour to Regrowth o Mixing Semi Permanent Colour o Applying Semi Permanent Colour to Mid-lengths and Ends • Created Rinsing Colour hairdressing video. | V1 |

| SHBHCUT001 - Design haircut structures | | | |
|--|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| PowerPoint | Internal feedback | <ul style="list-style-type: none"> • Under 'Analyse and interpret finished haircuts: Increased layered haircut structure' changed Lengths Projection diagram. | V2 |

| SHBHCUT002 - Create one length or solid haircut structures | | | |
|--|-------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Videos | Videos created | <ul style="list-style-type: none"> • Created videos for the following haircuts: <ul style="list-style-type: none"> o Below Shoulder o Classic One Length o Concave One Length o Straight Fringe | V1 |

| SHBHCUT003 - Create graduated haircut structures | | | |
|--|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| PowerPoint | Internal feedback | <ul style="list-style-type: none"> • Added pressure graduation video. | V2 |
| Videos | Videos created | <ul style="list-style-type: none"> • Created Graduated Bob hairdressing training video. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

SHBHCUT004 - Create layered haircut structures

| Resource | Reason for change | Changes made | Current Version |
|----------|-------------------|--|-----------------|
| Videos | Videos created | <ul style="list-style-type: none"> • Created videos for the following haircuts: <ul style="list-style-type: none"> ○ Increased layers ○ Uniform layers ○ Layered Fringe | V1 |

SHBHCUT005 - Cut hair using overcomb techniques

| Resource | Reason for change | Changes made | Current Version |
|----------|-------------------|--|-----------------|
| Videos | Videos created | <ul style="list-style-type: none"> • Created videos for the following haircuts: <ul style="list-style-type: none"> ○ Sectioning and Parting ○ Haircut Structures ○ Scissor Haircut ○ Clipper Haircut | V1 |

SHBHCUT006 - Create combined haircut structures

| Resource | Reason for change | Changes made | Current Version |
|----------------------|-------------------|--|-----------------|
| Knowledge Assessment | Internal feedback | <ul style="list-style-type: none"> • Updated instructions to include pre-requisite units: <ul style="list-style-type: none"> ○ SHBHCUT002 ○ SHBHCUT003 ○ SHBHCUT004 • Removed instruction about stand-alone unit completion. | V2 |
| Videos | Videos created | <ul style="list-style-type: none"> • Created videos for the following haircuts: <ul style="list-style-type: none"> ○ Graduated Increased Layers <ul style="list-style-type: none"> - Sectioning and Parting - Haircut Structure - Full Haircut ○ Graduated Solid Form <ul style="list-style-type: none"> - Sectioning and Parting - Haircut Structure - Full Haircut | V1 |

SHBHDES004 - Create classic long hair up-styles

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | New unit | <ul style="list-style-type: none"> • New unit created. | V1 |
| Online Learning Materials | New unit | <ul style="list-style-type: none"> • New unit created. | V1 |
| Powerpoint | New unit | <ul style="list-style-type: none"> • New unit created. | V1 |
| Knowledge Assessment | New unit | <ul style="list-style-type: none"> • New unit created. | V1 |
| Performance Assessment 1 | New unit | <ul style="list-style-type: none"> • New unit created. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|--|----------|---|----|
| Knowledge Assessment Marking Guide | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Performance Assessment 1 Marking Guide | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Observation Checklist 1 | New unit | <ul style="list-style-type: none"> New unit created. | V1 |
| Evidence Map | New unit | <ul style="list-style-type: none"> New unit created. | V1 |

SHBHIND002 - Research and use hairdressing industry information

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | Internal feedback | <ul style="list-style-type: none"> In Activity 4.5, changed HBIA question to: "Go to the Hair & Beauty Australia Industry Association website (HABA) www.askhaba.com.au and click on the blog section. Write down one (1) current industry development or issue you can find." | V3 |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> In Activity 4.5, changed HBIA question to: "Go to the Hair & Beauty Australia Industry Association website (HABA) www.askhaba.com.au and click on the blog section. Write down one (1) current industry development or issue you can find." | V2 |
| Performance Assessment | RTO feedback | <ul style="list-style-type: none"> In Part 2 Question 3, the link for the research Question was replaced with: https://www.askhaba.com.au/category/blog/ | V2 |

SHBXCCS007 - Conduct salon financial transactions

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | RTO feedback | <ul style="list-style-type: none"> Activity 4.1 Question 2: Updated role play to include that the customer has provided proof of purchase. | V2 |
| Online Learning Materials | RTO feedback | <ul style="list-style-type: none"> Activity 4.1 Question 2: Updated role play to include that the customer has provided proof of purchase. | V2 |
| Knowledge Assessment | RTO feedback | <ul style="list-style-type: none"> Question 8 a: Removed Sale 1. Question 8 b: Changed values for better student comprehension. | V2 |

SHBXCCS008 - Provide salon services to clients

| Resource | Reason for change | Changes made | Current Version |
|---------------------------|-------------------------|---|-----------------|
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| | Internal feedback | <ul style="list-style-type: none"> Lesson 7: Changed hearing impairment website to https://www.hearing.com.au/Hearing-loss/Management/Communicating-with-someone-who-has-a-hearing-loss | V2 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------------|---------------------|--|-----------|
| <p>Knowledge Assessment</p> | <p>RTO feedback</p> | <ul style="list-style-type: none"> Quantified amount of answers required and edited benchmark answers to include lead in statements for all applicable Questions. Question 5 a: Changed to 'When should you clean up the spill?' Question 5 b: Changed to 'What legislation are you following when you follow procedures to clean the spill?' Added Question 5 c: 'What is your duty of care under the above legislation?' Question 6 a: Changed to short answer stating 'Write down two reasons why this picture may be considered to be negative body language.' Question 6 b: Changed to short answer stating 'Write down two reasons why this picture may be considered to be positive body language.' Question 7 b: Changed to short answer response. Changed Question 9 a, b, c and d to state 'Choose the method of communication that [does this/is this].' Question 10: Removed the link that opens Outlook and re-word it to say 'Write on the template below to compose an email to Samuel Thompson...' 'You should also include the following in your email: the email address, the subject line, the body text, and a closing phrase and your name.' Question 12: Removed multiple choice and added 'Explain what this complaint resolution procedure involves' to a, b and c. Question 16: Changed to include 'your ethics in regard to your professional behaviour' and 'personal grooming and presentation.' Question 22: Changed word 'contact' to 'communication'. Added Question 23: 'Draw a simple map of your work area that includes the location of the reception area, retail area, and waiting area.' Added Question 24: 'Write down two (2) services your workplace offers, the cost of each service, and the timeframe your workplace allows for the services.' Case Study 1 Question 1: Rewrote Question to say 'Check your workplace treatment time frames and write down how much time you need to allocate when booking a relaxation massage and a brow wax.' Case Study 1 Question 4: Re-word first sentence to state 'Book this appointment in for Judith on the appointment schedule provided above.' Case Study 1 Question 5: Rewrote Question to say 'Read the Customer Service Policy and Procedures in the Policies and Procedures Manual and write down two (2) communication techniques to use when communicating with clients who are making a complaint.' Case Study 1 Question 6: Changed Question to say 'Read the Returns and Refund Policy in the Policies and Procedures Manual and identify if Judith is entitled to a refund for both items. If Judith is entitled to a refund, list the reason for the refund in the table.' | <p>V2</p> |
| <p>Performance Assessment 1</p> | <p>RTO feedback</p> | <ul style="list-style-type: none"> Added Question 3 d asking students what they should do if a customer complaint cannot be resolved whilst the customer is in the workplace. Added Question 3 e asking students when customer complaint documentation should be given to the supervisor. Edited Task 4 instructions to state that two (2) scenarios will be performed as a role play. Edited every scenario provided to include 'At the end, the customer is not happy with the resolution provided.' Added another complaint form to the end of Performance Assessment 1 for students to fill out. | <p>V2</p> |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| | | | |
|---------------------------------|--------------|--|----|
| Observation Checklist 1 | RTO feedback | <ul style="list-style-type: none"> Number 1: Changed to 'Welcome the client to salon according to organisational procedures over the phone or face-to-face?' Changed Number 1 instructions to state 'Tick the method of customer service that was observed for each observation period. The student must be observed operating a telephone and greeting clients face-to-face individually or in combination throughout the work periods.' Number 18: Changed to 'Take follow-up action to ensure client satisfaction via email, over the phone, or face-to-face?' Updated instructions under Number 18 to state 'N/A cannot be ticked for all observations. The student must perform two (2) role plays provided in Performance Assessment 1.' | V2 |
| Evidence Map | RTO feedback | <ul style="list-style-type: none"> Updated to reflect changes to assessment. Added Performance Evidence lead in statement. Added Knowledge Evidence lead in statement. Added lead in statements under Assessment Conditions. Added Performance Assessment 1 to Assessment Conditions. | V2 |
| Performance Benchmark Guideline | RTO feedback | <ul style="list-style-type: none"> Number 1: Changed to 'Welcome the client to salon according to organisational procedures over the phone or face-to-face?' Number 1: Included details on how students should operate telephone equipment. Number 18: Changed to 'Take follow-up action to ensure client satisfaction via email, over the phone, or face-to-face?' Number 18: Included telephone operation benchmarks. | V2 |

SHBXCCS009 - Greet and prepare clients for salon services

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------------|---|-----------------|
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

SHBXIND001 - Comply with organisational requirements in a personal services setting

| Resource | Reason for change | Changes made | Current Version |
|---------------------------|-------------------|--|-----------------|
| Online Learning Materials | Audit feedback | <ul style="list-style-type: none"> Added section for general role boundaries and responsibilities of beauticians, nail technicians, make-up artists, and beauty and spa therapists as per audit request for SHBXIND003. | V2 |
| Knowledge Assessment | Audit feedback | <ul style="list-style-type: none"> Added Question 9 about the boundaries for beauticians, nail technicians, make-up artists, and beauty and spa therapists. | V3 |
| Evidence Map | Audit feedback | <ul style="list-style-type: none"> Knowledge Evidence 8: Included Knowledge Assessment Question 9. | V3 |

Please note: After rectification, assessment passed the audit.

SHBXIND003 - Comply with organisational requirements in a personal services setting

| Resource | Reason for change | Changes made | Current Version |
|------------------------------|-------------------|---|-----------------|
| Hard copy Learning Materials | Audit feedback | <ul style="list-style-type: none"> Added section for general role boundaries and responsibilities of beauticians, nail technicians, make-up artists, and beauty and spa therapists as per audit request. | V1 |
| Online Learning Materials | Audit feedback | <ul style="list-style-type: none"> Added section for general role boundaries and responsibilities of beauticians, nail technicians, make-up artists, and beauty and spa therapists as per audit request. | V2 |
| Knowledge Assessment | Audit feedback | <ul style="list-style-type: none"> Added Question 13 about the boundaries for beauticians, nail technicians, make-up artists, and beauty and spa therapists. | V2 |
| Performance Assessment 2 | RTO feedback | <ul style="list-style-type: none"> Changed Question 3 and 4 to include separate tables for each work period, rather than combining the work periods together in one table. | V2 |
| Evidence Map | Audit feedback | <ul style="list-style-type: none"> Knowledge Evidence 8: Updated to include Question 13. | V2 |

Please note: After rectification, assessment passed the audit.

3.0 IMPROVEMENTS TO UNITS OF COMPETENCY

| SHBXWHS003 - Apply safe hygiene, health and work practices | | | |
|--|-------------------------|---|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |
| Online Learning Materials | Training Package update | <ul style="list-style-type: none"> New unit created for Training Package update. | V1 |

| SIRRINV001 - Receive and handle retail stock | | | |
|--|-------------------|--|-----------------|
| Resource | Reason for change | Changes made | Current Version |
| Hard copy Learning Materials | Internal feedback | <ul style="list-style-type: none"> The following work, health and safety websites were updated: <ul style="list-style-type: none"> SA: https://www.safework.sa.gov.au/workplaces/codes-of-practice ACT: https://www.worksafe.act.gov.au/laws-and-compliance/codes-of-practice NT: https://worksafe.nt.gov.au/forms-and-resources/codes-of-practice VIC: https://www.worksafe.vic.gov.au/laws-and-regulations NSW: https://www.safework.nsw.gov.au/resource-library/list-of-all-codes-of-practice TAS: https://worksafe.tas.gov.au/topics/laws-and-compliance/codes-of-practice | V2 |
| Online Learning Materials | Internal feedback | <ul style="list-style-type: none"> The following work, health and safety websites were updated: <ul style="list-style-type: none"> SA: https://www.safework.sa.gov.au/workplaces/codes-of-practice ACT: https://www.worksafe.act.gov.au/laws-and-compliance/codes-of-practice NT: https://worksafe.nt.gov.au/forms-and-resources/codes-of-practice VIC: https://www.worksafe.vic.gov.au/laws-and-regulations NSW: https://www.safework.nsw.gov.au/resource-library/list-of-all-codes-of-practice TAS: https://worksafe.tas.gov.au/topics/laws-and-compliance/codes-of-practice | V2 |

POLICIES AND PROCEDURES

Table 3 The feedback for Policies and Procedures that has resulted in updates and changes has been listed in the following table with the source of feedback.

| POLICIES AND PROCEDURES | | | |
|--------------------------------------|-------------------|--|-----------------|
| Document | Reason for change | Changes made | Current Version |
| Policies and Procedures Manual | Internal feedback | <ul style="list-style-type: none"> Updated Social Media Policy. Added Social Media Style Guide. Updated General Services Procedures. | V18 |
| QS-017 - General Services Procedures | Internal feedback | <ul style="list-style-type: none"> 'Preparation of client' section altered to have more comprehensive instructions about what should be on the Treatment Plan and how to store the client record. | V5 |
| QS-023 - Social Media Policy | Internal feedback | <ul style="list-style-type: none"> Updated 'Protection of private information' section Added 'Posting on social media' section. | V3 |
| QS-024 - Social Media Style Guide | Internal feedback | <ul style="list-style-type: none"> Created for SIRXOSM003 - Use social media and online tools. | V1 |

CONSULTATION FORMS AND TREATMENT PLANS

Table 4 The feedback for Consultation Forms and Treatment Plans that has resulted in updates and changes has been listed in the following table with the source of feedback.

| CONSULTATION FORMS AND TREATMENT PLANS | | | |
|---|-------------------|--|-----------------|
| Document | Reason for change | Changes made | Current Version |
| QS-203 - Facial Treatment Plan | Internal feedback | <ul style="list-style-type: none"> Included a patch test section and micro-dermabrasion section. | V6 |
| QS-210 - Ear piercing Treatment Plan | Internal feedback | <ul style="list-style-type: none"> Updated to current Treatment Plan template. | V2 |
| | Internal feedback | <ul style="list-style-type: none"> Changed typo in the outcome of service/client feedback section from "nail enhancement" to "ear piercing". | V3 |
| QS-214 - Nail enhancement treatment plan | Internal feedback | <ul style="list-style-type: none"> Added dip powder to the service section. | V5 |
| QS-219 - Hairdressing Service Plan | Internal feedback | <ul style="list-style-type: none"> Changed "Therapist name" to "Stylist name" and "Future treatment recommendations" to "Future service recommendations" Added long hair up-style section. | V2 |
| QS-221 - Haircut service plan | RTO feedback | <ul style="list-style-type: none"> Added "Proposed Haircut Structure" to top of second page. | V3 |
| SHBQS-222 - Chemical Reformation Service Plan | Internal feedback | <ul style="list-style-type: none"> Changed "what is the client's hair texture?" to "what is the client's hair type?" | V2 |

4.0 HOLISTIC ASSESSMENT

This section demonstrates the recommendations and dependencies for holistic assessment in SDL resources. It is recommended by SDL that units should be time-tabled in the following way to ensure the RTO collects sufficient evidence in units that are holistically assessed.

Table 5 Indicates Beauty Therapy UoCS with holistic assessment and the suggested delivery sequence.

| BEAUTY THERAPY UNITS | | |
|---|--|---|
| Fundamental Units of Competency | | |
| Unit | Holistic Assessment | Suggested delivery sequence |
| SHBXWHS003 - Apply safe hygiene, health and work practices | Contains a low level of holistic assessment referred to in Evidence Maps for some SHB units. | Unit should be delivered in the first cluster, as it is referenced in some other practical units. |
| SHBXIND003 - Comply with organisational requirements within a personal services environment | Contains a low level of holistic assessment referred to in Evidence Maps for some SHB units. | Unit should be delivered in the first cluster, as it is referenced in some other practical and theory units. |
| SHBXCCS008 - Provide salon services to clients | Contains a low level of holistic assessment referred to in Evidence Maps for some SHB units. | Unit should be delivered in the first cluster, as it is referenced in some other practical and theory units. |
| SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy | Is a pre-requisite for: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBFAS005 - Provide facial treatments and skin care recommendations SHBBFAS006 - Provide specialised facial treatments | Unit must be delivered before: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBFAS005 - Provide facial treatments and skin care recommendations SHBBFAS006 - Provide specialised facial treatments |
| SHBBSSC002 - Incorporate knowledge of body structures and functions into beauty therapy | Is a pre-requisite for: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBFAS005 - Provide facial treatments and skin care recommendations SHBBFAS006 - Provide specialised facial treatments | Unit must be delivered before: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBFAS005 - Provide facial treatments and skin care recommendations SHBBFAS006 - Provide specialised facial treatments |
| SHBXCCS006 - Promote healthy nutritional options in a beauty therapy context | Is a pre-requisite for: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBFAS005 - Provide facial treatments and skin care recommendations SHBBFAS006 - Provide specialised facial treatments | Unit must be delivered before: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBFAS005 - Provide facial treatments and skin care recommendations SHBBFAS006 - Provide specialised facial treatments |

BEAUTY THERAPY UNITS

Units with a high degree of holistic assessment

| Unit | Holistic Assessment | Suggested delivery sequence |
|--|--|--|
| SHBBBOS008 - Provide body massages | High level of holistic assessment with pre-requisite unit SHBBSSC002 - Incorporate knowledge of body structures and functions into beauty therapy | Unit must be delivered after pre-requisite units: <ul style="list-style-type: none"> SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy SHBBSSC002 - Incorporate knowledge of body structures and functions into beauty therapy SHBXCCS006 - Promote healthy nutritional options in a beauty therapy context |
| SHBBFAS005 - Provide facial treatments and skin care recommendations | Holistic assessment with Knowledge Assessments of <ul style="list-style-type: none"> SHBXWHS003 - Apply safe hygiene, health and work practices SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy | Unit must be delivered after the following units: <ul style="list-style-type: none"> SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy SHBBSSC002 - Incorporate knowledge of body structures and functions into beauty therapy SHBXCCS006 - Promote healthy nutritional options in a beauty therapy context SHBXWHS003 - Apply safe hygiene, health and work practices |
| SIRXSLS001 - Sell to the retail customer | Holistically assessed with SHBCCS005 - Advise on beauty products and services. | It is recommended this unit is assessed after the Knowledge Assessment for SHBCCS005 - Advise on beauty products and services. |
| SHBBHRS011 - Provide female intimate waxing services | Holistically assessed with SHBBHRS010 - Provide waxing services. | It is recommended this unit is assessed after the Knowledge Assessment for SHBBHRS010 - Provide waxing services. |
| SHBBFAS006 - Provide specialised facial treatments | High amount of holistic assessment with the following units: <ul style="list-style-type: none"> SHBBFAS005 - Provide facial treatments and skin care recommendations SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy SHBXWHS003 - Apply safe hygiene, health and work practice | Unit should be delivered after competency is achieved for pre-requisite unit: <ul style="list-style-type: none"> SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy Unit should be delivered after Knowledge Assessments of: <ul style="list-style-type: none"> SHBBFAS005 - Provide facial treatments and skin care recommendations SHBXWHS003 - Apply safe hygiene, health and work practices |
| SHBBBOS009 - Provide aromatherapy massages | High-moderate holistic assessment with SHBBBOS008 - Provide body massages. | Unit is structured so that it cannot be done without the student having first achieved competency in SHBBBOS008 - Provide body massages. |
| SHBBBSPA007 - Provide stone therapy massages | Holistically assessed with SHBBBOS008 - Provide body massages. | It is recommended this unit is assessed after SHBBBOS008 - Provide body massages. |
| SHBBMUP010 - Design and apply make-up for photography | High holistic assessment for Knowledge Assessment with the following unit: <ul style="list-style-type: none"> SHBBMUP009 - Design and apply make-up | Unit should be delivered after Knowledge Assessment of: <ul style="list-style-type: none"> SHBBMUP009 - Design and apply make-up |
| SHBBMUP011 - Design and apply remedial camouflage make-up | High holistic assessment for Knowledge Assessment with the following unit: <ul style="list-style-type: none"> SHBBMUP009 - Design and apply make-up | Unit should be delivered after Knowledge Assessment of: <ul style="list-style-type: none"> SHBBMUP009 - Design and apply make-up |
| SHBBMUP013 - Design and apply creative make-up | High holistic assessment for Knowledge Assessment with the following unit: <ul style="list-style-type: none"> SHBBMUP009 - Design and apply make-up | Unit should be delivered after Knowledge Assessment of: <ul style="list-style-type: none"> SHBBMUP009 - Design and apply make-up |

BEAUTY THERAPY UNITS

Units with a high degree of holistic assessment

| Unit | Holistic Assessment | Suggested delivery sequence |
|---|--|--|
| SHBBCCS006 - Prepare personalised aromatic plant oil blends for beauty treatments | Holistic assessment with the following units: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBBOS009 - Provide aromatherapy massages SHBXWHS003 - Apply safe hygiene, health and work practices | Unit should be delivered after Knowledge Assessment of: <ul style="list-style-type: none"> SHBBBOS008 - Provide body massages SHBBBOS009 - Provide aromatherapy massages SHBXWHS003 - Apply safe hygiene, health and work practices |
| SHBBNLS010 - Apply nail art | Holistic assessment with SHBXWHS003- Apply safe hygiene, health and work practices and pre-requisite unit SHBBNLS011 - Use electric file equipment for nail services. | Unit should be delivered after Knowledge assessment SHBXWHS003- Apply safe hygiene, health and work practices and after competency in the pre-requisite unit SHBBNLS011 - Use electric file equipment for nail services has been achieved. |
| SHBBNLS008 - Apply gel and dip powder nail enhancements | Holistic assessment with SHBXWHS003- Apply safe hygiene, health and work practices and pre-requisite unit SHBBNLS011 - Use electric file equipment for nail services. | Unit should be delivered after Knowledge assessment SHBXWHS003- Apply safe hygiene, health and work practices and after competency is achieved in the pre-requisite unit SHBBNLS011 - Use electric file equipment for nail services has been achieved. |
| SHBBNLS009 - Apply acrylic nail enhancements | Holistic assessment with SHBXWHS003- Apply safe hygiene, health and work practices and pre-requisite unit SHBBNLS011 - Use electric file equipment for nail services. | Unit should be delivered after Knowledge assessment SHBXWHS003- Apply safe hygiene, health and work practices and after competency is achieved in the pre-requisite unit SHBBNLS011 - Use electric file equipment for nail services has been achieved. |
| SHBBSPA006 - Provide spa therapies | Holistic assessment with SHBXWHS003- Apply safe hygiene, health and work practices and SHBBSPA005 - Work in a spa therapies framework. | Unit should be delivered after Knowledge assessment SHBXWHS003- Apply safe hygiene, health and work practices and after competency in SHBBSPA005 - Work in a spa therapies framework. |
| SHBBSKS009 - Provide micro-dermabrasion treatments | Holistic assessment with the following units: <ul style="list-style-type: none"> SHBBINF002 - Maintain infection control standards SHBBCCS001 - Incorporate knowledge of skin structure and functions into beauty therapy | Unit should be delivered after Knowledge assessment of: <ul style="list-style-type: none"> SHBBINF002 - Maintain infection control standards SHBBCCS001 - Incorporate knowledge of skin structure and functions into beauty therapy |
| SIRXOSM003 - Use social media and online tools | Holistic assessment with SIRXOSM002 - Maintain ethical and professional standards when using social media and online platforms. | Unit should be delivered after Knowledge assessment SIRXOSM002 - Maintain ethical and professional standards when using social media and online platforms. |

BEAUTY THERAPY UNITS

Units with a low degree of holistic assessment

| Unit | Holistic Assessment | Suggested delivery sequence |
|---|---|---|
| SHBBRES003 - Research and apply beauty industry information | Low level of holistic assessment with SHBXIND003 - Comply with organisational requirements within a personal services environment Performance Assessment 2. | Unit should be delivered after, or in conjunction with, SHBXIND003 - Comply with organisational requirements within a personal services environment Performance Assessment 2. |
| SHBBHRS010 - Provide waxing services | Low level of holistic assessment with Knowledge Assessments of <ul style="list-style-type: none"> • SHBXCCS008 - Provide salon services to clients • SHBXWHS003 - Apply safe hygiene, health and work practices • SHBBNLS007 - Provide manicure and pedicure services. | Unit should be delivered after Knowledge Assessments of: <ul style="list-style-type: none"> • SHBXCCS008 - Provide salon services to clients • SHBXWHS003 - Apply safe hygiene, health and work practices • SHBBNLS007 - Provide manicure and pedicure services. |
| SHBBINF002 - Maintain infection control standards | Low level of holistic assessment with SHBXWHS003 - Apply safe hygiene, health and work practices, and any core SHB practical unit that involves a treatment. | Unit should be delivered after, or in conjunction with, SHBXWHS003 - Apply safe hygiene, health and work practices, and any core SHB practical unit that involves a treatment Performance Assessment 1. |
| SHBBMUP009 - Design and apply make-up | Low level of holistic assessment with Knowledge Assessment of SHBXWHS003 - Apply safe hygiene, health and work practices. | Unit should be delivered after Knowledge Assessment SHBXWHS003 - Apply safe hygiene, health and work practices. |
| SHBBNLS007 - Provide manicure and pedicure services | Low level of holistic assessment with Knowledge Assessment of SHBXWHS003 - Apply safe hygiene, health and work practices. | Unit should be delivered after Knowledge Assessment SHBXWHS003 - Apply safe hygiene, health and work practices. |
| SHBBSP005 - Work in a spa therapies framework | Low level of holistic assessment with Knowledge Assessment of SHBXWHS003 - Apply safe hygiene, health and work practices. | Unit should be delivered after Knowledge Assessment SHBXWHS003 - Apply safe hygiene, health and work practices. |
| SHBBSKS006 - Pierce ear lobes | Low level of holistic assessment with Knowledge Assessment of SHBXWHS003 - Apply safe hygiene, health and work practices. | Unit should be delivered after Knowledge Assessment SHBXWHS003 - Apply safe hygiene, health and work practices. |

Table 6 Indicates Hairdressing UoCS with holistic assessment and the suggested delivery sequence.

| HAIRDRESSING UNITS | | |
|--|--|---|
| High degree of holistic assessment | | |
| Unit | Holistic Assessment | Suggested delivery sequence |
| SHBHCLS003 - Provide full and partial head highlighting treatments | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCLS002 - Colour and lighten hair. | Unit should be delivered after, or in conjunction with, SHBHCLS002 - Colour and lighten hair. |
| SHBHCLS004 - Neutralise unwanted colours and tones | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCLS002 - Colour and lighten hair. High level of holistic assessment with Assessment 2 of Colour units: SHBHCLS002 - Colour and lighten hair, SHBHCLS003 - Provide full and partial head highlighting treatments, SHBHCLS005 - Provide on scalp lightening and retouch bleach treatments. | <p>Unit should be delivered after, or in conjunction with, Assessment 1 of SHBHCLS002 - Colour and lighten hair.</p> <p>Unit designed to be assessed in conjunction with any of the following units, as significant aspects of the Performance Criteria are assessed holistically with these units:</p> <p>SHBHCLS002 - Colour and lighten hair SHBHCLS003 - Provide full and partial head highlighting treatments SHBHCLS005 - Provide on scalp full head and retouch treatments</p> |
| SHBHCLS005 - Provide on scalp lightening and retouch bleach treatments | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCLS002 - Colour and lighten hair. High level of holistic assessment with Assessment 1 of SHBHCLS003 - Provide full and partial head highlighting treatments. | Unit should be delivered after, or in conjunction with, SHBHCLS002 - Colour and lighten hair. |
| SHBHCL003 - Create graduated haircut structures | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCL002 - Create one length or solid haircut structures. | Unit should be delivered after Knowledge Assessment of SHBHCL002 - Create one length or solid haircut structures. |
| SHBHCL004 - Create layered haircut structures | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCL002 - Create one length or solid haircut structures. | Unit should be delivered after Knowledge Assessment of SHBHCL002 - Create one length or solid haircut structures. |
| SHBHCL005 - Cut hair using over-comb techniques | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCL002 - Create one length or solid haircut structures. | Unit should be delivered after Knowledge Assessment of SHBHCL002 - Create one length or solid haircut structures. |
| SHBHCL006 - Create combined haircut structures | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCL002 - Create one length or solid haircut structures. | <p>Unit should be delivered after student has achieved competency of prerequisite units:</p> <ul style="list-style-type: none"> SHBHCL001 - Design haircut structures SHBHCL002 - Create one length or solid haircut structures SHBHCL003 - Create graduated haircut structures SHBHCL004 - Create layered haircut structures SHBHCL005 - Cut hair using over-comb techniques |
| SHBHF002 - Straighten and relax hair with chemical treatments | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHCLS002 - Colour and lighten hair. | Unit should be delivered after Knowledge Assessment of SHBHCLS002 - Colour and lighten hair. |
| SHBHDES004 - Create classic long hair up-styles | <ul style="list-style-type: none"> High level of holistic assessment with Assessment 1 of SHBHDES003 - Create finished hair designs. | Unit should be delivered after Knowledge Assessment of SHBHDES003 - Create finished hair designs. |

HAIRDRESSING UNITS

Low degree of holistic assessment

| Unit | Holistic Assessment | Suggested delivery sequence |
|--|---|--|
| SIRXSLS001 - Sell to the retail customer | <ul style="list-style-type: none">Low level of holistic assessment with Assessment 1 of SHBXIND002 - Communicate as part of a salon team. | Unit should be delivered after Knowledge Assessment of SHBXIND002 - Communicate as part of a salon team. |

All other core UoCs can be delivered within any cluster as chosen by the RTO as they do not have dependencies through holistic learning and assessment.

5.0 ASSESSMENT OUTLINES

Each UoC in the SDL system has been designed to separate the assessments in a manner that best support the student's learning. As such, each UoC will have a number of Assessments required to meet the needs of the Training Package. This section of the Continuous Improvement report maps the documents each RTO should have and use for each of their enrolled students.

Table 7 SHB20121 - Certificate II in Retail Cosmetics
All practical assessments have an associated observation.

| SHB20121 - CERTIFICATE II IN RETAIL COSMETICS | | | | |
|---|----------------------|---|---|--------------------------|
| Core Units | | | | |
| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 |
| SHBBCCS004 - Demonstrate retail skin care products | Knowledge questions | Practical - Conduct product demonstrations on five different clients and for one client present information and answer questions | N/A | N/A |
| SHBBCCS005 - Advise on beauty products and services | Knowledge questions | Practical - Product research and presentation | Practical - Advise and sell x5 beauty products and services | N/A |
| SHBBMUP009 - Design and apply make-up | Knowledge questions | Practical - Perform make-up service x4 | N/A | N/A |
| SHBXCCS007 - Conduct salon financial transactions | Knowledge questions | Practical - Perform x2 each of the following: <ul style="list-style-type: none"> • Cash sales • Credit card sales • EFTPOS sales • Refund/ Exchanges • POST management duties | N/A | N/A |
| SHBXIND003 - Comply with organisational requirements within a personal services environment | Knowledge questions | Practical - Interpret organisational policies and share with colleagues | Practical - Comply with organisational requirements for 4x three (3) hour work periods | N/A |
| SHBXIND005 - Communicate as part of a salon team | Knowledge questions | Practical - Workplace observation or role plays | Practical - Participate in a team meeting | N/A |

SHB20121 - CERTIFICATE II IN RETAIL COSMETICS CONTINUED

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 |
|---|----------------------|--|--|---|
| SHBXWHS003 - Apply safe hygiene, health and work practices | Knowledge questions | Practical - Perform a salon cleaning routine on x2 occasions | Practical - Hazard identification x2 and WHS consultation | Practical - Integrate workplace safety procedures into day to day work functions across 6x three (3) hour work periods |
| SIRXIND003 - Organise personal work requirements | Knowledge questions | Practical - Prioritise and complete x2 workplace tasks | N/A | N/A |
| SIRXOSM002 - Maintain ethical and professional standards when using social media and online platforms | Knowledge question | Case studies and observation of updating a client record and saving a file | N/A | N/A |

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 |
|---|----------------------|---|---|--------------------------|
| HLTINF005 - Maintain infection prevention for skin penetration treatments | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Write a workplace review | N/A |
| SHBBINF002 - Maintain infection control standards | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Write a workplace review | N/A |
| BSBSUS211 - Participate in environmentally sustainable work practices | Knowledge questions | Practical - Participate in x1 sustainable work practice to identify Environmental Hazard | Practical - Participate in sustainable work practices over 3x four (4) hour work periods | N/A |
| SHBBRES003 - Research and apply beauty industry information | Knowledge questions | Practical - Research activities and share with colleagues | Practical - Research product range and recommend to client | N/A |
| SHBBSKS006 - Pierce ear lobes | Knowledge questions | Practical - Design Treatment Plan and perform ear piercing services | N/A | N/A |

SHB20121 - CERTIFICATE II IN RETAIL COSMETICS CONTINUED

| Elective Units | | | | |
|--|----------------------|---|--------------------------|--------------------------|
| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 |
| SIRRINV001 - Receive and handle retail stock | Knowledge questions | Practical <ul style="list-style-type: none"> Maintain stock handling and storage area Accept stock delivery and validate stock | N/A | N/A |
| SIRRMER001 - Produce visual merchandise displays | Knowledge questions | Practical - Creating and maintaining x3 displays | N/A | N/A |
| SIRXOSM003 - Use social media and online tools | Knowledge questions | Practical - Create and post content to social media platforms and respond to customer engagement | N/A | N/A |

Table 8 SHB30121 - Certificate III in Beauty Services
All practical assessments have an associated observation.

SHB30121 - CERTIFICATE III IN BEAUTY SERVICES

| Core Units | | | | | |
|--|----------------------|---|--|--------------------------|--------------------------|
| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
| SHBBBOS007 - Apply cosmetic tanning products | Knowledge questions | Practical - Perform cosmetic tanning services x3 | N/A | N/A | N/A |
| SHBBCCS005- Advise on beauty products and services | Knowledge questions | Practical - Product research and presentation | Practical - Advise and sell x5 beauty products and services | N/A | N/A |
| SHBBFAS004 - Provide lash and brow services | Knowledge questions | Practical - Provide lash and brow services x8 | N/A | N/A | N/A |
| SHBBHRS010 - Provide waxing services | Knowledge questions | Practical - Perform x4 waxing services in a simulated environment and 2x waxing services in a commercial salon, on the following areas: <ul style="list-style-type: none"> Arms Bikini line Chin Eyebrows Legs Lip Sides of face Underarms | N/A | N/A | N/A |

SHB30121 – CERTIFICATE III IN BEAUTY SERVICES CONTINUED

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|---|---|---|--|
| SHBBMUP009 - Design and apply make-up | Knowledge questions | Practical - Perform make-up service x4 | N/A | N/A | N/A |
| SHBBNLS007 - Provide manicure and pedicure service | Knowledge questions | Practical - Perform a manicure service x5 | Practical - Perform a pedicure service x5 | N/A | N/A |
| SHBBNLS011 - Use electric file equipment for nail services | Knowledge questions | Practical - Perform a nail service using electric file equipment x6 | N/A | N/A | N/A |
| SHBBRES003 - Research and apply beauty industry information | Knowledge questions | Practical - Research activities and share with colleagues | Practical - Research product range and recommend to client | N/A | N/A |
| SHBXCCS007 - Conduct salon financial transactions | Knowledge questions | Practical - Perform x2 each of the following: <ul style="list-style-type: none"> • Cash sales • Credit card sales • EFTPOS sales • Refund/ Exchanges • POST management duties | N/A | N/A | N/A |
| SHBXCCS008 - Provide salon services to clients | Knowledge questions | Practical - Providing customer service and treatments for x6 three (3) hour work periods. | N/A | N/A | N/A |
| SHBXIND003 - Comply with organisational requirements within a personal services environment | Knowledge questions | Practical - Interpret organisational policies and share with colleagues | Practical - Comply with organisational requirements for 4x three (3) hour work periods | N/A | N/A |
| SHBXWHS003 - Apply safe hygiene, health and work practices | Knowledge questions | Practical - Perform a salon cleaning routine on x2 occasions | Practical - Hazard identification x2 and WHS consultation | Practical - Integrate workplace safety procedures into day to day work functions across 6x three (3) hour work periods | Practical - Follow emergency procedures |

SHB30121 – CERTIFICATE III IN BEAUTY SERVICES CONTINUED

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|--------------------------|--------------------------|--------------------------|
| SIRXOSM002 - Maintain ethical and professional standards when using social media and online platforms | Knowledge questions | Practical - Respond to x4 customer communications | N/A | N/A | N/A |
| SIRXSLS001 - Sell to the retail customer | Knowledge questions | Practical - Participate in 4x role play scenarios | N/A | N/A | N/A |

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|---|--------------------------|--------------------------|
| HLTINF005 - Maintain infection prevention for skin penetration treatments | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Practical - Write a workplace review | N/A | N/A |
| SHBBINF002 - Maintain infection control standards | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Practical - Write a workplace review | N/A | N/A |
| SHBBHRS011 - Provide female intimate waxing services | Knowledge questions | Practical - Perform female intimate waxing services x5 | N/A | N/A | N/A |
| SHBBMUP008 - Apply eyelash extensions | Knowledge questions | Practical - Perform the following eyelash extension services: <ul style="list-style-type: none"> • Full set x2 • In-fill x2 • Removal x2 | N/A | N/A | N/A |
| SHBBMUP010 - Design and apply make-up for photography | Knowledge questions | Practical - Perform make-up photography service x3 | N/A | N/A | N/A |
| SHBBMUP011 - Design and apply remedial camouflage make-up | Knowledge questions | Practical - Perform 5x remedial camouflage make-up services | N/A | N/A | N/A |
| SHBBSKS006 - Pierce ear lobes | Knowledge questions | Practical - Perform 5x ear piercing services on clients | N/A | N/A | N/A |

SHB30121 – CERTIFICATE III IN BEAUTY SERVICES CONTINUED

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|---|--------------------------|--------------------------|
| SHBXCCS005 - Maintain health and wellbeing in a personal services setting | Knowledge questions | Practical - Recognise mental health conditions in clients role plays x4 | Practical - Document personal wellbeing plan | N/A | N/A |
| SHBXCCS009 - Greet and prepare clients for salon services | Knowledge questions | Practical - Greet and prepare clients for service over 4x two (2) hour work periods | N/A | N/A | N/A |
| SIRXOSM003 - Use social media and online tools | Knowledge questions | Practical - Create and post content to social media platforms and respond to customer engagement x8 | N/A | N/A | N/A |

Table 9 SHB30221 – Certificate III in Make-up
All practical assessments have an associated observation.

SHB30221 – CERTIFICATE III IN MAKE-UP

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|---|--------------------------|--------------------------|
| SHBBMUP009 - Design and apply make-up | Knowledge questions | Practical - Perform make-up service x4 | N/A | N/A | N/A |
| SHBBMUP010 - Design and apply make-up for photography | Knowledge questions | Practical - Perform make-up photography service x3 | N/A | N/A | N/A |
| SHBBMUP013 - Design and apply creative make-up | Knowledge questions | Practical - Create x5 Make-Up Plans and perform x3 creative make-up services | N/A | N/A | N/A |
| SHBBRES003 - Research and apply beauty industry information | Knowledge questions | Practical - Research activities and share with colleagues | Practical - Research product range and recommend to client | N/A | N/A |
| SHBXCCS008 - Provide salon services | Knowledge questions | Observation - Complete customer service tasks over 6x three (3) hour work periods | N/A | N/A | N/A |

SHB30221 - CERTIFICATE III IN MAKE-UP CONTINUED

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|--|----------------------|--|---|---|--|
| SHBXIND003 - Comply with organisational requirements within a personal services environment | Knowledge questions | Practical - Interpret organisational policies and share with colleagues | Practical - Comply with organisational requirements for 4x three (3) hour work periods | N/A | N/A |
| SHBXWHS003 - Apply safe hygiene, health and work practices | Knowledge questions | Practical - Perform a salon cleaning routine on x2 occasions | Practical - Hazard identification x2 and WHS consultation | Practical - Integrate workplace safety procedures into day to day work functions across 6x three (3) hour work periods | Practical - Follow emergency procedures |
| SIRXOSM002 - Maintain ethical and professional standards when using social media and online platforms | Knowledge questions | Practical - Respond professionally to customer communications on x4 occasions | N/A | N/A | N/A |

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|--|----------------------|--|--|--------------------------|--------------------------|
| HLTINF005 - Maintain infection prevention for skin penetration treatments | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Practical - Write a workplace review | N/A | N/A |
| SHBBINF002 - Maintain infection control standards | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Practical - Write a workplace review | N/A | N/A |
| SHBBBOS007 - Apply cosmetic tanning products | Knowledge questions | Practical - Perform tanning services x3 | N/A | N/A | N/A |
| SHBBCCS005 - Advise on beauty products and services | Knowledge questions | Practical - Product research and presentation | Practical - Advise and sell x5 beauty products and services | N/A | N/A |
| SHBBFAS004 - Provide lash and brow services | Knowledge questions | Practical - Provide lash and brow services x8 | N/A | N/A | N/A |

SHB30221 - CERTIFICATE III IN MAKE-UP CONTINUED

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|--------------------------|--------------------------|--------------------------|
| SHBBHRS010 - Provide waxing services | Knowledge questions | <p>Practical - Perform x4 waxing services in a simulated environment and 2x waxing services in a commercial salon, on the following areas:</p> <ul style="list-style-type: none"> • Arms • Bikini line • Chin • Eyebrows • Legs • Lip • Sides of face • Underarms | N/A | N/A | N/A |
| SHBBMUP008 - Apply eyelash extensions | Knowledge questions | <p>Practical - Perform the following eyelash extension services:</p> <ul style="list-style-type: none"> • Full set x2 • In-fill x2 • Removal x2 | N/A | N/A | N/A |
| SHBBMUP011 - Design and apply remedial camouflage make-up | Knowledge questions | <p>Practical - Perform five (5) remedial camouflage make-up services</p> | N/A | N/A | N/A |
| SHBBMUP012 - Apply airbrushed make-up | Knowledge questions | <p>Practical - Perform five (5) airbrushed make-up services</p> | N/A | N/A | N/A |
| SHBXCCS007 - Conduct salon financial transactions | Knowledge questions | <p>Practical - Perform x2 each of the following:</p> <ul style="list-style-type: none"> • Cash sales • Credit card sales • EFTPOS sales • Refund/ Exchanges • POST management duties | N/A | N/A | N/A |

5.0 ASSESSMENT OUTLINES

Table 10 SHB30321 – Certificate III in Nail Technology
All practical assessments have an associated observation.

| SHB30321 – CERTIFICATE III IN NAIL TECHNOLOGY | | | | | |
|---|----------------------|---|--|--------------------------|--------------------------|
| Core Units | | | | | |
| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
| SHBBCCS005 – Advise on beauty products and services | Knowledge questions | Practical – Product research and presentation | Practical – Advise and sell x5 beauty products and services | N/A | N/A |
| SHBBNLS007 – Provide manicure and pedicure services | Knowledge questions | Practical – Perform manicure services x5 | Practical – Provide pedicure services x5 | N/A | N/A |
| SHBBNLS009 – Apply acrylic nail enhancements | Knowledge questions | Practical – Perform x6 acrylic nail services that include two of each of the following: <ul style="list-style-type: none"> • French, natural and colour finishes • Overlays • Sculptured nails using sculpting forms Provide at least three (3) removals Provide acrylic maintenance services at least once that includes French backfills | N/A | N/A | N/A |
| SHBBNLS010 – Apply nail art | Knowledge questions | Practical – Perform x6 nail art services | N/A | N/A | N/A |
| SHBBNLS011 – Use electric file equipment for nail services | Knowledge questions | Practical – Perform nail services using electric file equipment x6 | N/A | N/A | N/A |
| SHBBRES003 – Research and apply beauty industry information | Knowledge questions | Practical – Research activities and share with colleagues | Practical – Research product range and recommend to client | N/A | N/A |
| SHBXCCS007 – Conduct salon financial transactions | Knowledge questions | Practical – Perform x2 each of the following: <ul style="list-style-type: none"> • Cash sales • Credit card sales • EFTPOS sales • Refund/ Exchanges • POST management duties | N/A | N/A | N/A |
| SHBXCCS008 – Provide salon services | Knowledge questions | Observation – Complete customer service tasks over 6x three (3) hour work periods | N/A | N/A | N/A |

SHB30321 – CERTIFICATE III IN NAIL TECHNOLOGY CONTINUED

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|---|---|--|
| SHBXIND003 - Comply with organisational requirements within a personal services environment | Knowledge questions | Practical - Interpret organisational policies and share with colleagues | Practical - Comply with organisational requirements for 4x three (3) hour work periods | N/A | N/A |
| SHBXWHS003 - Apply safe hygiene, health and work practices | Knowledge questions | Practical - Perform a salon cleaning routine on x2 occasions | Practical - Hazard identification x2 and WHS consultation | Practical - Integrate workplace safety procedures into day to day work functions across 6x three (3) hour work periods | Practical - Follow emergency procedures |

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|--------------------------|--------------------------|--------------------------|
| HLTINF005 - Maintain infection prevention for skin penetration treatments | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Write a workplace review | N/A | N/A |
| SHBBINF002 - Maintain infection control standards | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Write a workplace review | N/A | N/A |

Table 11 SHB50121 – Diploma of Beauty Therapy
All practical assessments have an associated observation.

SHB50121 – DIPLOMA OF BEAUTY THERAPY

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|--|--|--------------------------|--------------------------|
| SHBBBOS008 - Provide body massages | Knowledge questions | Practical - Provide body massages x5 | N/A | N/A | N/A |
| SHBBCCS005 - Advise on beauty products and services | Knowledge questions | Practical - Product research and presentation | Practical - Advise and sell x5 beauty products and services | N/A | N/A |
| SHBBFAS004 - Provide lash and brow services | Knowledge questions | Practical - Provide lash and brow services x8 | N/A | N/A | N/A |

SHB50121 - DIPLOMA OF BEAUTY THERAPY CONTINUED

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|---|---|--------------------------|--------------------------|
| SHBBFAS005 - Provide facial treatments and skin care recommendations | Knowledge questions | Practical - Provide facial treatments x5 | N/A | N/A | N/A |
| SHBBFAS006 - Provide specialised facial treatments | Knowledge questions | Practical - Provide specialised facial treatments x5 | N/A | N/A | N/A |
| SHBBHRS010 - Provide waxing services | Knowledge questions | Practical - Perform x4 waxing services in a simulated environment and 2x waxing services in a commercial salon, on the following areas: <ul style="list-style-type: none"> • Arms • Bikini line • Chin • Eyebrows • Legs • Lip • Sides of face • Underarms | N/A | N/A | N/A |
| SHBBMUP009 - Design and apply make-up | Knowledge questions | Practical - Perform make-up service x4 | N/A | N/A | N/A |
| SHBBNLS007 - Provide manicure and pedicure services | Knowledge questions | Practical - Perform manicure services x5 | Practical - Provide pedicure services x5 | N/A | N/A |
| SHBBNLS011 - Use electric file equipment for nail services | Knowledge questions | Practical - Perform nail services using electric file equipment x6 | N/A | N/A | N/A |
| SHBBRES003 - Research and apply beauty industry information | Knowledge questions | Practical - Research activities and share with colleagues | Practical - Research product range and recommend to client | N/A | N/A |
| SHBBSSC001 - Incorporate knowledge of skin structure and functions into beauty therapy | Knowledge questions | Practical - Consult with x3 clients and develop treatment routines that could benefit skin conditions through facial or body massage. | N/A | N/A | N/A |
| SHBBSSC002 - Incorporate knowledge of body structures and functions into beauty therapy | Knowledge questions | Practical - Consult with x3 clients and develop treatment routines that could benefit skin conditions through facial or body massage. | N/A | N/A | N/A |

SHB50121 - DIPLOMA OF BEAUTY THERAPY CONTINUED

Core Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|---|---|---|--|
| SHBXCCS005 - Maintain health and wellbeing in a personal services setting | Knowledge questions | Practical - recognise mental health conditions in clients role plays | Practical - document personal wellbeing plan | N/A | N/A |
| SHBXCCS006 - Promote healthy nutritional options in a beauty therapy context | Knowledge questions | Practical - Evaluate nutritional requirements of x3 clients | N/A | N/A | N/A |
| SHBXCCS007 - Conduct salon financial transactions | Knowledge questions | Practical - Perform x2 each of the following: <ul style="list-style-type: none"> • Cash sales • Credit card sales • EFTPOS sales • Refund/ Exchanges • POST management duties | N/A | N/A | N/A |
| SHBXCCS008 - Provide salon services | Knowledge questions | Observation - Complete customer service tasks over 6x three (3) hour work periods | N/A | N/A | N/A |
| SHBXIND003 - Comply with organisational requirements within a personal services environment | Knowledge questions | Practical - Interpret organisational policies and share with colleagues | Practical - Comply with organisational requirements for 4x three (3) hour work periods | N/A | N/A |
| SHBXWHS003 - Apply safe hygiene, health and work practices | Knowledge questions | Practical - Perform a salon cleaning routine on x2 occasions | Practical - Hazard identification x2 and WHS consultation | Practical - Integrate workplace safety procedures into day to day work functions across 6x three (3) hour work periods | Practical - Follow emergency procedures |
| SIRXOSM002 - Maintain ethical and professional standards when using social media and online platforms | Knowledge question | Case studies and observation of updating a client record and saving a file | N/A | N/A | N/A |
| SIRXSLS001 - Sell to the retail customer | Knowledge questions | Practical - Perform roleplays | N/A | N/A | N/A |

SHB50121 - DIPLOMA OF BEAUTY THERAPY CONTINUED

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|---|----------------------|---|--|--------------------------|--------------------------|
| HLTINF005 - Maintain infection prevention for skin penetration treatments | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Write a workplace review | N/A | N/A |
| SHBBINF002 - Maintain infection control standards | Knowledge questions | Practical - Perform cleaning, disinfection and sterilising procedures | Write a workplace review | N/A | N/A |
| SHBBBOS009 - Provide aromatherapy massages | Knowledge questions | Practical - Perform aromatherapy massage service x5 | N/A | N/A | N/A |
| SHBBBOS010 - Use reflexology relaxation techniques in beauty treatments | Knowledge questions | Practical - Perform reflexology service x5 | N/A | N/A | N/A |
| SHBBSPA007 - Provide stone therapy massages | Knowledge questions | Practical - Perform stone therapy massage service x5 | N/A | N/A | N/A |
| SHBBSPA005 - Work in a spa therapies framework | Knowledge questions | Practical - Prepare, clean and shut down spa environment over six, three hour work periods | Practical - Promote spa therapies to four clients | N/A | N/A |
| SHBBSPA006 - Provide spa therapies | Knowledge questions | Practical - Provide 5 spa treatments | N/A | N/A | N/A |
| SHBBCCS006 - Prepare personalised aromatic plant oil blends for beauty treatments | Knowledge Questions | Practical - Perform aromatic plant oil blends x5 | N/A | N/A | N/A |
| SHBBHRS011 - Provide female intimate waxing services | Knowledge questions | Practical - Perform female intimate waxing service x5 | N/A | N/A | N/A |
| SHBBMUP010 - Design and apply make-up for photography | Knowledge questions | Practical - Perform make-up for photography for x3 clients | N/A | N/A | N/A |
| SHBBMUP011 - Design and apply remedial camouflage make-up | Knowledge questions | Practical - Design Make-Up Plan and apply remedial camouflage make-up | N/A | N/A | N/A |

SHB50121 - DIPLOMA OF BEAUTY THERAPY CONTINUED

Elective Units

| Unit | Knowledge Assessment | Performance Assessment 1 | Performance Assessment 2 | Performance Assessment 3 | Performance Assessment 4 |
|--|----------------------|--|--------------------------|--------------------------|--------------------------|
| SHBBSKS009 - Provide micro-dermabrasion treatments | Knowledge questions | Practical - Perform micro-dermabrasion face treatments x5 | N/A | N/A | N/A |
| SHBBSPA008 - Provide Indian head massages for relaxation | Knowledge questions | Practical - Perform Indian head massage service x5 | N/A | N/A | N/A |
| SIRXOSM003 - Use social media and online tools | Knowledge questions | Practical - Create and post content to social media platforms and respond to customer engagement x8 | N/A | N/A | N/A |

Table 12 SHB20216 - Certificate II in Salon Assistant

All practical assessments have an associated observation.

SHB20216 - CERTIFICATE II IN SALON ASSISTANT

Core Units

| Unit | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|--|---------------------|---|---|--|
| BSBWHS201 - Contribute to health and safety of self and others | Knowledge questions | Practical - Pre-start safety check | Practical - Hazard identification and WHS consultation | Practical - Follow emergency procedures |
| SHHBAS001 - Provide shampoo and basin services | Knowledge questions | Practical - Perform basin services across four (4) three (3) hour work periods | N/A | N/A |
| SHBHDES001 - Dry hair to shape | Knowledge questions | Practical - Perform blow dry services for six (6) clients | N/A | N/A |
| SHBHIND001 - Maintain and organise tools, equipment and work areas | Knowledge questions | Practical - Use infection control procedures to clean and disinfect four (4) pieces of equipment | Practical - Clean and maintain two (2) work areas | N/A |
| SHBXCCS001- Conduct salon financial transactions | Knowledge questions | Practical <ul style="list-style-type: none"> Perform x2 cash sales Perform x2 credit card sales Perform x2 EFTPOS sales Perform x2 Refund/ Exchanges | N/A | N/A |
| SHBXCCS003 - Greet and prepare clients for salon services | Knowledge questions | Practical - Student is to be observed greeting and preparing clients across four (4) two (2) hour work periods | N/A | N/A |

SHB20216 - CERTIFICATE II IN SALON ASSISTANT CONTINUED

Core Units

| Unit | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|--|---------------------|---|--|--------------|
| SHBXIND001- Comply with organisational requirements within a personal services environment | Knowledge questions | Practical - The student is to be observed across four (4) three (3) hour work periods complying with organisational requirements | N/A | N/A |
| SHBXIND002 - Communicate as part of a salon team | Knowledge questions | Practical - Workplace observation or role plays | Practical - Participate in a team meeting | N/A |

Elective Units

| Unit | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|--|---------------------|---|--------------|--------------|
| SHBHBAS002 - Provide head, neck and shoulder massages for relaxation | Knowledge questions | Practical - Provide head, neck and shoulder massages to four (4) clients | N/A | N/A |
| SHBHCLS001 - Apply hair colour products | Knowledge questions | Practical - Student is to apply to two (2) different clients: <ul style="list-style-type: none"> Semi-permanent colour Demi-permanent colour Permanent colour | N/A | N/A |
| SHBHDES002 - Braid hair | Knowledge questions | Practical - Perform: <ul style="list-style-type: none"> Two strand braid for two (2) clients Three strand braid for two (2) clients Multi strand braid for one (1) client | N/A | N/A |
| SHBHIND002 - Research and use hairdressing industry information | Knowledge questions | Practical - Research activities and group presentation | N/A | N/A |
| SHBXCCS004 - Recommend products and services | Knowledge questions | Practical - Student is to be observed recommending four (4) products and services from the workplace. | N/A | N/A |
| SIRRMER001 - Produce visual merchandise displays | Knowledge questions | Practical - Create and maintain three (3) displays. | N/A | N/A |
| SIRRINV001 - Receive and handle retail stock | Knowledge questions | Practical - <ul style="list-style-type: none"> Maintain stock handling and storage area Accept stock delivery and validate stock | N/A | N/A |
| SIRXSLS001 - Sell to the retail customer | Knowledge questions | Practical - Sell four (4) products and services in the workplace OR Four (4) role plays | N/A | N/A |

Table 13 SHB30416 - Certificate III in Hairdressing

All practical assessments have an associated observation.

| SHB30416 - CERTIFICATE III IN HAIRDRESSING | | | | |
|---|---------------------|---|--|--------------|
| Core Units | | | | |
| Unit | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| BSBSUS201 - Participate in environmentally sustainable work practices | Knowledge questions | Practical - Waste assessment | N/A | N/A |
| SHBHBAS001 - Provide shampoo and basin services | Knowledge questions | Practical - Perform basin services across four (4) three (3) hour work periods | N/A | N/A |
| SHBHCLS002 - Colour and lighten hair | Knowledge questions | Practical - Perform hair colour and lightening treatments on nine (9) clients | N/A | N/A |
| SHBHCLS003 - Provide full and partial head highlighting treatments | Knowledge questions | Practical - Perform whole or partial head highlight treatments on eight (8) clients | N/A | N/A |
| SHBHCLS004 - Neutralise unwanted colours and tones | Knowledge questions | Practical - Perform colour correction treatments on six (6) clients | N/A | N/A |
| SHBHCLS005 - Provide on scalp full head and retouch bleach treatments | Knowledge questions | Practical - Perform on scalp bleach and retouch treatments on six (6) clients | N/A | N/A |
| SHBHCUT001 - Design haircut structures | Knowledge questions | Analyse and design haircut plans for: <ul style="list-style-type: none"> • 2x solid form • 2x layers (1x increased, 1x uniform) • 1x graduated | N/A | N/A |
| SHBHCUT002 - Create one length or solid haircut structures | Knowledge questions | Practical - Perform one length or solid haircuts on three (3) clients | N/A | N/A |
| SHBHCUT003 - Create graduated haircut structures | Knowledge questions | Practical - Perform graduated haircuts on three (3) clients | N/A | N/A |
| SHBHCUT004 - Create layered haircut structures | Knowledge questions | Practical - Perform layered haircuts on three (3) clients | N/A | N/A |
| SHBHCUT005 - Cut hair using over-comb techniques | Knowledge questions | Practical - Perform over-comb haircuts on six (6) clients: <ul style="list-style-type: none"> • 3x scissor overcomb • 3x clipper overcomb | N/A | N/A |
| SHBHDES003 - Create finished hair designs | Knowledge questions | Practical - Style and create finished hair designs on six (6) clients | N/A | N/A |
| SHBHIND001 - Maintain and organise tools, equipment and work areas | Knowledge questions | Practical - Use infection control procedures to clean and disinfect four (4) pieces of equipment | Practical - Clean and maintain two (2) work areas | N/A |

SHB30416 - CERTIFICATE III IN HAIRDRESSING CONTINUED

Core Units

| Unit | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|---|---------------------|--|---|--|
| SHBHIND003 - Develop and expand a client base | Knowledge questions | Practical - Set and monitor sales targets and promote on 1x occasion: <ul style="list-style-type: none"> Hair and scalp treatments New hair cut design, loyalty program and rebooking service | Practical - Research 2x products and 2x services based on customer feedback survey and discuss in groups. | N/A |
| SHBHREF002 - Straighten and relax hair with chemical treatments | Knowledge questions | Practical - Perform a chemical reformation (hair straightening) service on four (4) clients | N/A | N/A |
| SHBHTRI001 - Identify and treat hair and scalp conditions | Knowledge questions | Practical - Perform 5x hair and scalp analysis | Practical - Perform 5x hair and scalp treatments | N/A |
| SHBXCCS001 - Conduct salon financial transactions | Knowledge questions | Practical <ul style="list-style-type: none"> Perform x2 cash sales Perform x2 credit card sales Perform x2 EFTPOS sales Perform x2 Refund/ Exchanges | N/A | N/A |
| SHBXCCS002 - Provide salon services to clients | Knowledge questions | Observation - Complete customer service tasks x12, three (3) hour work periods | N/A | N/A |
| SHBXIND001 - Comply with organisational requirements within a personal services environment | Knowledge questions | Practical - Student is to be observed across four (4) three (3) hour work periods complying with organisational requirements | N/A | N/A |
| SHBXIND002 - Communicate as part of a salon team | Knowledge questions | Practical - Workplace observation or role plays | Practical - Participate in a team meeting | N/A |
| SHBXWHS001 - Apply safe hygiene, health and work practices | Knowledge questions | Practical - Infection control, salon cleaning and cleaning a simulated blood spill. Practical - Hazard identification and WHS consultation | Practical - Integrate workplace safety procedures into day to day work functions across six (6) three (3) hour work periods. | Practical - Follow emergency procedures |

Elective Units

| Unit | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|---|---------------------|--|--------------|--------------|
| SHBHCUT006 - Create combined haircut structures | Knowledge questions | Practical - Perform combined haircut structures on six (6) clients | N/A | N/A |
| SHBHCUT007 - Create combined traditional and classic men's haircut structures | Knowledge questions | Practical - Design Haircut Plan and perform combined traditional and classic men's haircut structures | N/A | N/A |

SHB30416 - CERTIFICATE III IN HAIRDRESSING CONTINUED

Elective Units

| Unit | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|---|---------------------|---|--------------|--------------|
| SHBHDES004 - Create classic long hair up-styles | Knowledge questions | Practical - Design six (6) Hair Service Plans and complete six (6) long hair up-styles | N/A | N/A |
| SHHBAS002 - Provide head, neck and shoulder massages for relaxation | Knowledge questions | Practical - Provide head, neck and shoulder massages to four (4) different clients | N/A | N/A |
| SHBHDES002 - Braid hair | Knowledge questions | Practical - Perform: <ul style="list-style-type: none"> • Two strand braid for two (2) clients • Three strand braid for two (2) clients • Multi strand braid for one (1) client | N/A | N/A |
| SHBHIND002 - Research and use hairdressing industry information | Knowledge questions | Practical - Research activities and group presentation | N/A | N/A |
| SHBXCCS004 - Recommend products and services | Knowledge questions | Practical -Recommend four (4) products and services from the workplace. | N/A | N/A |
| SIRRINV001 - Receive and handle retail stock | Knowledge questions | Practical - <ul style="list-style-type: none"> • Maintain stock handling and storage area • Accept stock delivery and validate stock | N/A | N/A |
| SIRRMER001 - Produce visual merchandise displays | Knowledge questions | Practical - Create and maintain three (3) displays. | N/A | N/A |

6.0 INDUSTRY ENGAGEMENT

This section details SDL's industry engagement, feedback, and improvement based on interactions with industries relevant to the SHB training program. This has been designed by SDL to assist the Customer with Standard 1 and 'Currency' of Section 1.8 Rules of Evidence of Standards for Registered Training Organisations (RTO's) 2015.

Table 14 A summary of the Industry Partners consulted during the creation of UoCs and the date of the Industry Partner's content.

| BEAUTY THERAPY INDUSTRY COLLABORATIONS | | |
|--|--|----------------|
| Industry Engagement | Unit of Competency | Date |
| Belmacil | <ul style="list-style-type: none"> SHBBFAS001 - Provide lash and brow services | 2016 - Current |
| Caronlab | <ul style="list-style-type: none"> SHBBHRS001 - Provide waxing services SHBBHRS002 - Provide female intimate waxing SHBBBOS002 - Provide body massages | 2016 - Current |
| Lycon Cosmetics | <ul style="list-style-type: none"> SHBBHRS001 - Provide waxing services | 2017 - Current |
| Jessica Cosmetics | <ul style="list-style-type: none"> SHBBNLS001 - Provide manicure and pedicare services | 2016 - Current |
| Kester Black | | |
| Sothys | <ul style="list-style-type: none"> SHBBFAS002 - Provide facial treatments and skin care recommendations SHBBFAS003 - Provide specialised facial treatments SHBBBOS003 - Provide body treatments | 2016 - Current |
| Essentially Australia | <ul style="list-style-type: none"> SHBBBOS004 - Provide aromatherapy massages SHBBCCS002 - Prepare personalised aromatic plant oils blends for beauty treatments | 2016 - Current |
| Sydney essential oil co. | | |
| Moroccan Tan | <ul style="list-style-type: none"> SHBBBOS001 - Apply cosmetic tanning products | 2017 - Current |
| Caflon | <ul style="list-style-type: none"> SHBBSKS001 - Pierce ear lobes | 2017 - Current |
| Ellebana | <ul style="list-style-type: none"> SHBBMUP001 - Apply eyelash extensions | 2017 - Current |
| Mia Connor Make-up Artist | <ul style="list-style-type: none"> SHBBMUP002 - Design and apply make-up | 2018 - Current |
| Mooie Make-up | | |
| Megan Farquarson Make-up Artist | <ul style="list-style-type: none"> SHBBMUP006 - Design and apply creative make-up | 2018 - Current |
| Taylah Manley Mermaid Manicures | <ul style="list-style-type: none"> SHBBNLS002 - Apply gel nail enhancements SHBBNLS003 - Apply acrylic nail enhancements SHBBNLS004 - Apply nail art | 2018 - Current |
| HiSweet | <ul style="list-style-type: none"> SHBBMUP002 - Apply eyelash extensions SHBBHRS001 - Provide lash and brow services | 2022 Release |
| Rachael Blackwell | <ul style="list-style-type: none"> SHBBMUP003 - Design and apply make-up for photography | 2020 - Current |
| Skin Cancer Prevention Queensland | <ul style="list-style-type: none"> Reviewed all units and created 'Skin Cancer Prevention and Early Detection' pamphlet. | 2022-Current |

Table 15 A summary of the Industry Consultants providing assistance during the creation of UoCS and the date of the Industry Consultant's content.

| BEAUTY THERAPY INDUSTRY CONSULTANTS | | |
|-------------------------------------|---|--------------|
| Industry Engagement | Unit of Competency | Date |
| Gabrielle Paton | <ul style="list-style-type: none"> SHBBNLS007 - Provide manicure and pedicure services | 2022 Release |

Table 16 A summary of the Industry Partners consulted during the creation of UoCs and the date of the Industry Partner's content.

| HAIRDRESSING INDUSTRY COLLABORATIONS | | |
|--------------------------------------|---|----------------|
| Industry Engagement | Unit of Competency | Date |
| BHave | <ul style="list-style-type: none"> SHHBAS001 - Provide shampoo and basin services | 2018 - Current |
| De Lorenzo | <ul style="list-style-type: none"> SHBhref002 - Straighten and relax hair with chemical treatments | 2021 - Current |

Table 17 A summary of the Industry Consultants providing assistance during the creation of UoCS and the date of the Industry Consultant's content.

| HAIRDRESSING INDUSTRY CONSULTANTS | | |
|--|---|------|
| Expert Industry Consultant | Unit of Competency | Date |
| Debbie Atkins Australian Academy of Cinematographic Makeup | <ul style="list-style-type: none"> SHBHcut002 - Create one length or solid form haircut structures SHBHcut003 - Create graduated haircut structures SHBHcut004 - Create layered haircut structures | 2020 |
| Courtney Bodger | <ul style="list-style-type: none"> SHBHcut006 - Create combined haircut structures | 2021 |
| Jan-Maree Constantine TAFE Gippsland | <ul style="list-style-type: none"> SHBHcls004 - Neutralise unwanted colours and tones SHBHcls005 - Provide on scalp full head and retouch bleach treatments SHBHcut003 - Create graduated haircut structures | 2020 |
| Paula Easey REACH For Training | <ul style="list-style-type: none"> SHBHcls002 - Colour and lighten hair SHBHcls004 - Neutralise unwanted colours and tones SHBHcut004 - Create layered haircut structures SHBHcut005 - Cut hair using overcomb techniques SHBHcut006 - Create combined haircut structures SHBhref002 - Straighten and relax hair with chemical treatments | 2020 |
| Mel Livermore Riverina Community College | <ul style="list-style-type: none"> SHBHcls004 - Neutralise unwanted colours and tones | 2020 |
| Luisa Pearce North Regional TAFE (Broome) | <ul style="list-style-type: none"> SHBHcls005 - Provide on scalp full head and retouch bleach treatments SHBHcut001 - Design haircut structures SHBHcut002 - Create one length or solid form haircut structures SHBHcut004 - Create layered haircut structures SHBHcut006 - Create combined haircut structures | 2020 |
| Jacqui Rogers South Regional TAFE (Esperance) | <ul style="list-style-type: none"> SHBHcls004 - Neutralise unwanted colours and tones SHBHcut002 - Create one length or solid form haircut structures SHBHcut006 - Create combined haircut structures | 2020 |

HAIRDRESSING INDUSTRY CONSULTANTS CONTINUED

| Expert Industry Consultant | Unit of Competency | Date |
|---|--|----------------|
| Paige Sawatzky Luppinos Hair Brisbane City | <ul style="list-style-type: none"> • SHBHDES003 - Create finished hair designs • SHBHIND003 - Develop and expand a client base • SHBHCLS002 - Colour and lighten hair • SHBHCLS003 - Provide full and partial head highlighting treatments • SHBHCLS004 - Neutralise unwanted colours and tones • SHBHCLS005 - Provide on scalp full head and retouch bleach treatments • SHBHCUT001 - Design haircut structures • SHBHCUT002 - Create one length or solid form haircut structures • SHBHCUT003 - Create graduated haircut structures • SHBHCUT004 - Create layered haircut structures | 2020 |
| Megan Yabsley De Lorenzo | <ul style="list-style-type: none"> • SHBHREF002 - Straighten and relax hair with chemical treatments | 2021 |
| Sarah Young TAFE Gippsland | <ul style="list-style-type: none"> • SHBHCLS004 - Neutralise unwanted colours and tones • SHBHCLS005 - Provide on scalp full head and retouch bleach treatments • SHBHCUT001 - Design haircut structures • SHBHCUT002 - Create one length or solid form haircut structures • SHBHCUT004 - Create layered haircut structures | 2020 |
| Courtney Bodger Joey Scandizzo | <ul style="list-style-type: none"> • Videos | 2022 - Current |